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ABSTRACT

The main objectives of this seminar were (1) to offer an evaluative presentation of different models of preschool education throughout India and (2) to assess whether the content and methodology of various teacher-training programs bear adequate relation to skills required at the program implementation level. These proceedings contain papers presented in the various sessions; discussed are different models of preschool education, content and methodology in teacher education, and evaluations of the various programs. Recommendations and resolutions of the seminar are also included. (MP)

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National Seminar on Education of the Teacher for the Pre-school Child

March, 6-8
1978

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Indian Council of Child Welfare
New Delhi

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PROGRAMME

6—8 MARCH, 1978

4, Deen Dayal Upadhaya Marg, New Delhi-110002.

Monday, March 6 :

5.30 p.m.	:	Registration and distribution of papers.
	:	Inauguration by Dr. P. C. Chander, Minister for Education & Social Welfare.

Tuesday, March 7 :

9.30 a.m.—11.30 a.m.	:	Presentation of different models of preschool education
11.00 a.m.—11.30 a.m.	:	Coffee
11.30 a.m.—1.00 p.m.	:	Discussion
1.00 p.m.—2.00 p.m.	:	Lunch
2.00 p.m.—3.30 p.m.	:	Presentation of different models of preschool education (contd).
3.30 p.m.—4.00 p.m.	:	Tea
4.00 p.m.—5.00 p.m.	:	Discussion

Wednesday, March 8 :

9.00 a.m.—11.00 a.m.	:	The content and methodology of teacher education.
11.00 a.m.—11.30 a.m.	:	Coffee
11.30 a.m.—1.00 p.m.	:	Discussion
1.00 p.m.—2.00 p.m.	:	Lunch
2.00 p.m.—3.30 p.m.	:	Evaluation of programmes
3.30 p.m.—3.45 p.m.	:	Tea
3.45 p.m.—4.30 p.m.	:	Discussion
4.30 p.m.—5.30 p.m.	:	Drawing up of recommendations
6.00 p.m.—7.00 p.m.	:	Valedictory function, chaired by Smt. Madhuri R. Shah

Conference Functionaries :

President. ICCW	:	Smt. Vidyaben Shah
General Secretary, ICCW	:	Smt. Pramila Pandit Barooah
Chairperson of the Seminar	:	Dr. Phulrenu Guha
Chairpersons for the three sessions	:	Shri Ganga Saran Sinha Smt. Vijay Mulay Dr. A. B. Bose
Chief Rapporteur	:	Dr. Man Mohan Kaur
Resource persons	:	Dr. Amita Verma, Baroda Dr. Parin Vakharia, Hyderabad Dr. Margaret Khalakdina, Delhi Dr. S. Anandalakshmy, Delhi Dr. Chinnam Gopinath, Calcutta Dr. Man Mohan Kaur. Chandigarh

RECOMMENDATIONS

1. Models/Programme

1.1 Given the socio-economic conditions of the majority of our people, preschool programmes have to pursue an integrated approach to the child's needs, in content, method and delivery of education, health and welfare services.

1.2 Different models of preschool programmes have to co-exist. This implies differences in the training given to the workers.

1.3 Several good models are currently in operation and few of them should be replicated. The Government should set up mobile short-term training units throughout the country for the local women.

2. Personnel

2.1 Several types of training were identified, and these were classified into four categories (a) regular (1 or 2 years); (b) short-term (1 to 3 months); (c) inservice refresher and continuing inservice courses; and (d) courses for mothers, sisters and local helpers.

2.2 As far as possible, local people should be selected for training, so that job satisfaction, continuity and rapport with the community are ensured.

2.3 Greater emphasis should be placed on supervised field work during the training.

2.4 Workshops or refresher courses for field workers and supervisors should be conducted regularly.

2.5 Every effort should be made to revise the pay-scales of the field level workers, in programmes for preschool children, so that it is comparable with field workers in other areas. Incentives in terms of increments on a graded level should be given to the field workers (honorarium/pay).

2.6 The training and education of the trainers, i.e., those conducting training courses for field workers should be given more attention. University departments, national institutes etc. should be utilised for this purpose.

2.7 There should be effective communication channels between trainers, supervisors, other relevant authorities and the field-level workers. One method may be to place the trainers in the field for short refresher courses.

2.8 Internship between trainers and supervisors should be encouraged.

3. Methods and materials

3.1 The training should inculcate skills for utilisation of environmental resources (both personnel and material resources).

3.2 Locally available and culturally familiar foods should be included in the supplementary feeding in the preschool institutes.

3.3 Different types of models and packages for a variety of purpose need to be developed. Where possible, prototypes should be replicated and adopted.

3.4 The emphasis in the preschool programme should be on the development of skills in children rather than on the mastery of specific information i.e., on process rather than on product.

3.5 Where there is a training programme for the preschool worker, it is imperative that relevant institutions for the preschool child be attached to it as a laboratory.

4. Community and the programme

4.1 The involvement of the community should be strengthened. Contribution by parents/community in cash, kind or services should form an integral part of the programme.

4.2 Communities being served by the programme should be helped to develop self-reliance in the long run. Supportive services should be used mainly to initiate the programme. Available community leadership should be utilised for this purpose.

4.3 The programme should be sensitive and responsive to the sociological and socio-cultural factors in the community.

5. Policy planning and administration

5.1 Refresher courses as part of in-service training should be made available in workshops as in the courses conducted by the Indian Council for Child Welfare at present. These services should be extended even to workers outside the regular balsevika training courses, the workers in voluntary agencies. Workshops integrating different disciplines (health, education, social work) and different levels of the administrative heirarchy should be held, where possible.

5.2 There is need for documentation of field experiences and for codification of data from the field. A clearing house of information on the various aspects of the programme and training is necessary. Introduction of information system at all levels is imperative.

5.3 Available evaluations are enumerative indices of physical components, while the impact on the child and community is neglected. Therefore, specific guidelines for evaluation need to be determined and communicated to agencies.

5.4 Research on existing practices must be undertaken. Case studies of individuals and institutions would be useful. A system analysis approach to research is not only advisable but essential in the context of the magnitude of the problem.

5.5 There should be a built-in monitoring system between training and sponsoring agencies for feedback in meeting the objectives of training.

5.6 Based on the resolutions passed during the course of the session, the Seminar strongly recommends that the Government of India may be requested to set up a Commission to examine the feasibility of cent percent coverage of the total development of all children in the age group of 0–6 years.

RESOLUTION

The group reviewed with great concern and discused at length the low priority which continues to be given to early childhood education resulting in the neglect of the overall development of the child. It, therefore, unanimously recommended that :

"the Government be asked to review the priority in the areas of health, nutrition and education to give greater weightage than done hitherto for the welfare of the young child i. e., in the age group of 0-6 years".

It was further resolved :

"that for the above purpose, the Government be asked to appoint a Commission to study the conditions in detail and propose necessary resources to provide a basic standard of health, nutrition and education for the welfare of children in the age group of 0–6 years. The group strongly recommended that the necessary measures be taken in time to make a beginning of the services during the International Year of the Child for these children are tomorrow's citizens, and are the strength of the nation".

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SESSION I

Presentation of different models of preschool education

Chairperson	:	Shri Ganga Saran Sinha
Speakers	:	Smt. G. Pankajam
		Dr. H. Butt
		Smt. Vasantha Kumari
		Dr. Parin Vakharia
		Dr. Man Mohan Kaur
		Shri S. Kapoor
		Smt. Anutai Vagh
		Smt. Devika Singh
		Km. Sushmita Banerjee
		Dr. Afzal Frieze
Rapporteur	:	Km. Vimaljit Dua

SESSION II

The content and methodology in teacher education—the effective use of environmental resources

Chairperson	:	Smt. Vijay Mulay
Speakers	:	Dr. Veena Mistry
		Smt. Indira Swaminathan
		Smt. Mina Swaminathan
Rapporteur	:	Dr. S. Anandalakshmy

SESSION III

Evaluation of programmes

Chairperson	:	Dr. A. B. Bose
Speaker	:	Dr. M. Khalakdina
Rapporteur	:	Dr. Chinam Gopinath

BACKGROUND :

The importance of preschool education has been emphasized repeatedly in recent years and its nccessity has been almost universally accepted by all educationists. A large number of institutions are being opened all over India by both government and voluntary agencies. In India, the programme for the preschool child is organised in institutions known by different names, e.g. kindergartens, pre-primary schools, nursery schools, pre-basic schools, balwadis, montessory schools, anganwadis,shishu vihars etc. These vary in terms of services provided, population catered to, standards of education, equipment, programme content, staff etc. Likewise, the qualifications and training of staff in charge of the programmes and hence the preschool child, also varies

The major concern of planners of programmes for the preschool child is determining or testing the ability of a particular programme to achieve results. Ultimately, the responsibility lies with those who organise and operate services for children. both in the voluntary and governmental sectors. It is they who, at various levels, find resources, formulate policies and programmes, build up organisational funds and operate on them and finally deliver the services. It is for them to take note of the gap between current needs and services, benefit from actual experience in the field, find ways of developing resources and indicate guidelines for new strategy.

Keeping this in mind, the organisers of the Seminar wish to obtain an evaluative consensus on the different kinds of existing programmes for the preschool child and find out if the existing types of teacher-educatcn programmes bear adequate relation to the programmes for the preschool child at the implementation level.

Objectives :

1. To have an evaluative presentation of different models of preschool education throughout the country.
2. To assess whether the content and methodology of various teacher-training programmes bears adequate relation to skills required at the implementation level of the programme.

Participants :

Approximately 25 participants are expected from all over India who will represent different programmes for the preschool child, various teacher-training programmes and experts in the field of preschool education.

Resource persons :

Apart from the participants mentioned above there are six resource persons acting as advisors for the Seminar. They are experts in the field and are being given special responsibilities during the Seminar.

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Mode of conduction :

Very few formal papers will be presented at the Seminar in each of its sessions. This will be followed by discussions in open sessions. Each session will have a chairperson and a rapporteur. There will be a report on the main observations and recommendations of the Seminar.

Duration :

The Seminar will be inaugurated on March 6, at 6-00 p.m. and will comprise of two full working days on March 7 and 8.

Population

Children of preschool age form 21% of the total population of India, the exact number being 115 million.

Coverage

a) **Beneficiaries**

There is no available information to indicate the total number of children who are covered under all categories of programmes. It is estimated that they form a meagre 5%.

Programme-wise break up (available data)

Programmes	Coverage (figures in lacs)
Covered under balwadi programme	2.30
Covered under special nutrition programme	37.00
Covered under ICDS	1.04
Covered under day care services	0.20
Under nursery schools and allied institutions	4.50

i. e. approximately 4.5 million

b) **Training Programmes :**

Estimated number of institutions 120 (including all categories)

Turn out per year $120 \times 50 = 6000$

(Taking 50 as the average turn out per institution)

Financial Involvement

Programme	Coverage (yearly expenditure in lacs)
Balwadi programme	145.31
Special nutrition programme	2066.00
ICDS	89.48
Day care services	32.00
Nursery schools etc.	60.00
	2392.79

i. e. 23.9 millions

2. Training Programmes

Estimated on the basis of Rs. 100,000 per year

Total expenditure for 120 institutions : 120×10,0000=120 lakhs

i. e. 12 millions

Introduction

Programmes for preschool children in this country vary in emphasis, in methods of operation, in programme content, in the qualification and training of the workers involved etc. However, all of them have one general objective-the development of preschool child one way or the other.

The focus of attention in this seminar is the field level worker who delivers the services in different categories of programmes. According to the specific objectives laid down in regard to these programmes, the role of the field level worker as well as the nature and content of their training programmes differ. Individuals, and official and non-official agencies have been working in the area of training of field level workers for more than half a century yet very little effort has so for been made to pool their experiences or to make a total assessment of the training programmes to ascertain their effectivity and to discover gaps if any, between the objectives laid down and the actual application in the field. This is particularly relevant in a developing country like ours where the economy is in a state of flux.

Major area of disscussion

1. Appraisal of the existing programmes for preschool children-this would centre around :
   - 1.1 The objectives of the programmes
   - 1.2 The services provided
   - 1.3 Coverage
   - 1.4 The functionaries (particular emphasis on field level workers)
   - 1.5 General remarks on implementation based on experience.

2. Appraisal of the various training programmes for field level-workers, this would focus on :
   - 2.1 The objective of the training programme
   - 2.2 The role of the workers
   - 2.3 The content of the programme
   - 2.4 The methodology adopted in imparting training.

3. Assessment of methods and criteria for evaluation of various training programmes.

This would indicate :

3.1 The criteria laid down while evaluating the programme

3.2 The methods of evaluation

3.3 The finding of the evaluation as to how far the tralning has been geared to meet the objectives.

3.4 Based on above evaluation-the changes or reorientation suggested.

Therefore various categories of workers may be called upon to spell out the factors they look for, while evaluating the programme.

These categories of workers include :

Planners and Policy makers Administrators Supervisors	)	Official and non-official agencies
Teachers	:	Balsevikas Nursery teachers

The above assessment and critical deliberation on them should result in indicating the following :

a) How far the training programmes are role-oriented
b) The effectivity of the methodology adopted in imparting training
c) The gap if any between the objective laid down and actual application
d) The success and failure of programmes
e) The effectivity of the evaluation programme.

From these should evolve our recommendations.

The above are only basic guide-lines to give directions to our discussions.

INAUGURAL SESSION

March 6, 1978.

Smt. Vidyaben Shah, President of the Indian Council for Child Welfare, while welcoming the Hon'ble Minister for Education, participants and guests, emphasised the need for welfare programmes for children. She said that she was happy to note that the focus of the nation's development efforts is on the development of the child. Children are important human resources of the country and the expenditure on any programme for them is an economic investment. It is, therefore, important she said, that we organise services at an early stage of their life. Preschool age is a crucial period in the child's life and foundations for their proper growth and training would strengthen the national development. The training of teachers for children in the preschool age naturally assumes paramount importance. This seminar, Smt. Shah said, has the task of assessing the existing programmes and of suggesting modifications to improve them further.

Dr. Phulrenu Guha, Chairman of the Seminar, who spoke next, pointed out that the significance of preschool years in a child's life had been established through continued research findings by experts in this field. She said even though concern for the preschool child could be traced back to the 1920's, yet concrete steps in this direction were more discernible after independence when piecemeal services were replaced by all round development, and the operative words became "total services for the total child". The third plan emphasised the integrated approach to ensure all round development of the child and this resulted in establishing training centres and consequently a new cadre of field-level workers to render multiple services. Dr. Guha, reiterated the importance of balwadis. The term 'balwadi', she said connotes both 'a means and an end'. An end so far as reaching the preschool children are concerned and means in reaching the parents and community. She further pointed out that a balwadi also serves as a focal point for rendering other services like functional literacy, training of mothers and girls in home management and child care etc. Dr. Guha said that to achieve objectives outlined so far, it was necessary to have adequately trained personnel. She also stressed the need for a training programme for parents.

The three-day seminar, she hoped, would highlight the gaps and lacuna in the existing programmes and would give suggestions for improvement. Dr. Guha appealed to the Hon'ble Minister to take personal interest in the recommendations that would be made by the seminar so that concerned departments take necessary action to implement them.

Dr. P. C. Chunder, Minister of Education, Social Welfare and Culture in his inaugural address made a reference to the child rearing practices in ancient India and said that the child up to five years remained in the lap of the family, then learned discipline at the age of ten and became a friend when he was 16 years old. The

family played an important role in the upbringing, training, and socialisation of the child. It is true, he said, that the child-care practices of the ancient past may not stand the test of modern concepts of child-care and, therefore, the family, particularly the mother, would have to be imparted training to do better in looking after the child.

In today's world most of the families in our country are hard pressed economically and the mother has to go out to work so as to supplement the income of the family. As a result of this the young child is left in the care of the older child or any old woman in the family. In a situation like this, he said, services for preschool children become essential so as to provide for their proper growth and development.

Dr. Chunder said that inspite of the scientific knowledge available for bringing up children in the west, the children are going astray and there is a high rate of deliquency and deviation from normalcy. Something he said, must have gone wrong somewhere. Therefore, he said, that all precautions should be taken in transplanting ideas from the west. What we should do is to take the best from the west and develop our own concepts.

Dr. Chunder said that although we have been paying attention to the education of children (primary, secondary and technical education), pre-primary education has not received much thought or consideration. The services available for rhe preschool child are insignificant and do not even touch the fringes of the problem. The government had started 33 ICDS projects, and an additional 66 projects would start functioning shortly. The success of these projects would depend on the workers who would be responsible for the delivery of services. Hence, the workers should have adequate and carefully planned training. Dr. Chunder emphasised the need for training mothers in modern and scientific child-rearing practices. He said there should be at least one trained woman in a family. An enlightened family can go a long way in ensuring proper training and development of the child.

He wished the Seminar all success and hoped that the participants would work out guidelines which can be followed by governmental and non-governmental organisations. All efforts, Dr. Chunder said, should be made to make the lives of children happy and purposeful. It is this concern for children, he said, which is reflected in declaring 1979 as the International Year of the Child.

Smt. Pramila Pandit Barooah, General Secretary of the Indian Council for Child Welfare thanked the chief guest and all those present at the inaugural session. She also expressed her gratitude to the Social Welfare Department and the UNICEF for sponsoring and funding the seminar.

Chairman's Address :

Dr. Phulrenu Guha

The significance of preschool years in a child's life has been established through continued research and finding by experts in this field. Although evidences of concern for preschool children can be traced in early history. In India a conscious move in this direction started from 1920 onwards and gradually the movement got a boost and a direction with Madame Montessorie's involvement in it. After independence, it became more and more evident that the needs of children could not be fully and effectively met by piecemeal services. The operative words became "total services for the total child".

By the end of two plan periods, it was realized by our policy makers that children are 'human capital' and that investing in them will, in the long run, lead to the socio-economic development of the country. The third plan period thus ushered in the concept of an integrated approach and consequently a new cadre of field level workers were trained to render multiple services.

A stock-taking and analysis of achievements in the field of integrated child welfare programme, however, would jolt us into the realization that all efforts through official and non-official agencies have been able to give coverage to only 5% of the 115 million children in the age group of 0-6 years.

The balwadi programme is of vital importance in child welfare. The term "balwadi" connotes both 'a means and an end'. An end so far as reaching the preschool children are concerned and means in reaching the parents and community. Further, a balwadi is a complete machinery for rendering other services like functional literacy, training of mothers and girls in home-management and child-care with particular emphasis on personal hygiene and environmental sanitation, and also in equipping them with skills to make them economically self-sufficient.

In making the programme more comprehensive, stress should also be laid on education of children along with catering to their needs for better health and nutrition. Since education can become effective only when it is imparted by proper personnel, education of teachers should be given priority. The teachers also have to be chosen on the basis of their aptitude and interest and trained so as to assist the children in developing their potentialities and also instilling self-reliance and confidence in them. I would also mention here that orientation to this programme is needed not only for teachers but parents as well so that full cooperation can be obtained from their end.

In this three-day seminar, we would like to stress on the need for utilising the expertise and knowledge of resource-persons working in various fields of child welfare so that the programme can be further developed and the lacunae in the existing programmes can be overcome.

As I have already mentioned the balwadi is an infrastructure for serving allied fields for example adult literacy, alongwith welfare of preschool children. It is now strongly felt by all who are involved in successful implemenation of the programme that it should be accorded more recognition and importance in the scheme for integrated child development. In this connection we feel proud to mention that it was the Indian Council for Child Welfare which took the initiative in highlighting the need to formulate a well planned, integrated child development policy for the betterment of our children at the national level.

But, mere formulation of a programme cannot be the end of any sincere endeavour and requires constant vigilance on the part of workers at all levels, both government and voluntary, and also extension of the services to every corner of the country, including remote villages and all the slum areas of the cities, to achieve true success.

We earnestly hope that the recommendations emerging from this Seminar will receive due consideration of the concerned departments of the government and I would particularly like to request the Honourable Minister who is also an educationist to take personal interest in this regard and take necessary steps.

Session I

Emphasising the importance of preschool education, Smt. Pankajam in her paper on prebasic education pointed out that Mahatma Gandhi the founder of the basic education system wanted to give a type of education to suit Indian children which would be based upon Indian culture and would revive the socio-economic life of people in villages by relating education to it. The responsibility of organising prebasic schools was undertaken by the Kasturba School Trust. Prebasic schools aim at becoming instruments of social change in any community and hence the involvement of the community is essential for the running of these schools. The teacher as a social worker establishes a close link between the administration, the parents and the community.

Smt. Pankajam pointed out that there are many obstacles to be overcome before the system is accepted in all parts of the country. Among the main problems are the low remuneration of teachers and the lack of a uniform pattern either in the administration or in the curriculum content in pre-basic schools.

As far as training is concerned the minimum qualification of a teacher is matriculation after which she undergoes two years professional training. Detailing the curriculum content Smt. Pankjam concluded by saying that the latter is continually being revived and modified to meet the challenges of a fast changing world.

Smt. Vasanta Kumari traced the evolution of the preschool movement in Tamil Nandu in her paper on Preschool Programmes in Tamil Nadu and also detailed the programme content, the training courses undertaken and the involvement of the community in the running of this programme. She pointed out that in Tamil Nadu welfare of preschool children is one of the major programmes of the social welfare department. 3,800 preschools are being run in the 374 panchayat unions of the State. When the programme was first introduced in the early sixties, the personnel to run the preschools were selected from among the local women who had studied up to the IV or V class. They were given a short pre-service training of three months by an Extension Officer who was trained earlier in the programme. On the completion of their training the balsevikas went back to their villages and organised preschools for children in the age group of $2\frac{1}{2}$ to 5 years. With the introduction of nutrition and shifting importance in programmes the syllabus needed constant revision and a crash training course of two months duration was evolved in consultation with experts from the different fields.

The community participates in various ways; firstly, by providing accommodation. Contributions are also made in kind, for instance, in the form of fuel to cook, vegetables, vessels, stitching of uniforms etc. In places where buildings are constructed at an estimated cost of Rs. 8,000/-, the commuuity is expected to meet up to Rs. 3,000/- of the total expenditure.

Smt. Vasanta Kumari felt that in our anxiety to convert a preschool into an omnibus for routing all the early childhood services in an integrated manner its primary importance as a vehicle for preschool education should not be ignored.

Dr. Parin Vakharia in her note on the Nizamia Women's Educational Centre explained how the centre was started, its modus operandi and details of the balwadi attached to the centre. The centre was established in 1973 with the broad goal of offering employment oriented education to women, encouraging their participation in social and civic life. The curricular and co-curricular activities of this training programme were developed to help the students gain necessary knowledge, skills and understanding to work as teachers of children between $2\frac{1}{2}$ to 6 years of age and to cater to the needs of the vulnerable, conservative section of society from which the majority of the students came.

A laboratory nursery school was started in the centre in 1974. Detailing the daily progress followed, Dr. Vakharia pointed out that keeping in mind the socio-economic background of the families of the children, health, nutrition and parent education were given due emphasis in the nursery school programme. Close rapport was built up between teachers and parents by organising parent meetings and visiting homes The centre also ran a course on handicrafts for ch[illegible] education.

While stressing the crucial importance of the preschool years Dr. Man Mohan Kaur pointed out that an integrated approach to the care of the children in this age group could provide the only solution to the problems confronting them. In the same vein, the so-called 'teacher' in nursery schools had to be seen as a multipurpose worker and not a mere educator, as she played and would continue to play a pivotal role in the system of delivery in most of the child welfare services. Dr. Man Mohan Kaur explained in her paper the modus operandi of the Haryana State Council for Child Welfare, the system of communication at each level of the organisational structure, at the state headquarters, the district and the field level.

She said that a great deal of importance is laid on community participation which comes the form of both cash, kind and services on different occasions.

The council runs a training centre to train its child welfare workers, where stress is laid on practical work. Refresher and orientation courses for both supervisors and the field worker are held periodically.

Dr Man Mohan Kaur said that increasing demands from villages for balwadies or creches reflected the awareness of the people of the importance of this programme.

Smt. Anutai Wagh outlined in her paper the importance of preschool education and its gradually increasing acceptance by all sections of society, the syllabi, the qualities of a balsevika, the programme content of a balwadi and the special features of the training centre being run at Kosbad. Smt. Wagh pointed out that in Maharashtra the government had accepted the principle of having

at least one preschool teacher training centre for each district and where there are no centres being run by voluntary agencies the government had started its own centres. There are at present 34 preschool teachers training colleges in the state.

Smt. Wagh felt that the duration of a training course should not be less than a year to inculcate in the teacher the knowledge, skills and experience required to run a balwadi. Short term courses were useful only as refresher courses.

Smt. Wagh also felt that the salary and status of a preschool teacher should be raised for her to effectively deliver the goods. She said that the government should accept the responsibility for preschool education as it had for primary education.

Hailing Madame Montessori as an apostle of child education, Smt. Rajeshwari pointed out that Madame Montessori had done very comprehensive research on the problems facing the home, schools and society in developing the best in children. She felt that the methods of education must be radically changed to serve human needs and to correct the errors of civilisation fostered and induced by faulty methods of training in the past. 'To help life' must be the first and fundamental principle.

Preparation of the environment is considered to be the most important work of a teacher in a Montessori school. She is a trained guide who in a prepared environment understands the needs of the children and acts as their friend and guide.

Smt. Uma Banerjee in her paper on 'Nursery School Programme' discussed at length the ideal situation in a nursery school, and the planning of the programme for the year, term, month and day. She also discussed the atmosphere and general environment of a nursery school that is likely to bring out the best in children. However, she felt that instead of a vibrant school atmosphere full of joyous children one found stereotyped teaching shops all over the country. She further held that the main reasons for such a situation was that in teacher training colleges theory was never correlated with the practical aspect. She pointed out that the greatest drawback in the training programme is that it fails to achieve an integrated approach between theory, practical teaching and practical activities to the the trainees. The development of the observation skills in trainees was also neglected. Observational skill developed the sensitivity of a teacher towards the needs of children. Smt. Banerjee suggested that there should be a change in the atmosphere of teaching institutions. Stress on informal technique catering to the needs of individual trainees, a close relationship between the teacher and the taught, frequent evaluation rather than a formal one at the end of the year were some of the changes which should be brought about as early as possible

Discussing the importance of the preschool years, Dr. Butt in his paper began with the premise that for success and for far reaching impact on the preschool

child. It is only the integrated approach which combines education, health, nutrition, welfare, agriculture, animal husbandry, parent and community education that could bring about the desired results. Dr. Butt elucidated in his paper the importance of creating community awareness and of motivating parents and the community towards effective participation. Several experiments were carried out in the project, of which the important ones were :-

1. The preparation of a Five Year Plan to spell out the role of the government and the project in terms of sharing costs and responsibilities. The strategy was to train local personnel and educate parents to the requirements of children.
2. To improve the method of teaching, untrained balsevikas were replaced by trained ones.
3. Experimentation with local mother teachers to act as assistants to balsevikas after receiving one month's intensive training.
4. Monthly meetings to review the progress of work done and to provide specific assignments for each balsevika and mother teacher.
5. To emphasise the integrated approach, a short course involving the balsevikas, auxiliary nurse, midwives and craft teachers was held to help them understand each other's role and to step in whenever a situation arose.
6. Mothers' committees were formed to bring about greater participation and to supervise the mid-day meals.
7. Introduction of an incentive system to help balsevikas improve the quality of preschool education.

The results of these experiments were :

1. During the eight years, it has been possible to cover 2769 children in the age group of 3 to 5 years.
2. During 1974-77, it has been possible to admit nearly 100 balwadi children per year who have crossed the age of six years into the primary schools.
3. Parents contribution although slow shows a trend of increase from 2.3% in 1973 to 14.7% in 1977.

Speaking on the environmental study approach, Dr. Afzal Frieze pointed out that although this approach has a sound theoretical base, it is essentially not a content but a field based approach. Environmental study has been tried out successfully with primary school children. The emphasis is not on content but on the development of skills—basic, social, and study skills. This apporach, Dr. Frieze pointed out, entails a tremendous amount of work and preparation by the teacher. This approach has been and could be used with smaller children successfully.

Km. Sushmita Banerjee speaking of the Social Work and Research Centre, Tilonia, said that the main focus of their training programme was on making the balsevika an integral part of the community rather than on any formal training for the running of preschools. A balsevika who is recruited, is sent in the beginning to the village for a month, after which she reports every week to the centre at Tilonia to discuss the programme and to get instructions on further work to be done.

Smt. Devika Singh speaking on Mobile Creches said that this programme had been developed on construction sites for migrant construction workers. The first creche was set up in an impulse to help women labourers and their very neglected children on construction sites. The programme is constantly developing and relies heavily on problem solving discussions and feed back from experiments.

Some of the chief features of this programme are the acceptance of the whole family group on a work site. All the needs of children in the 0-6 years age group are covered, older children are encouraged to enter local schools, and adult literacy classes for both men and women are held. Smt. Devika Singh elucidated in her paper the infrastructure of the organisation, the programme content and the empahsis on community contact and participation. Regarding the training programme she said that untrained people of VII standard to higher secondary level were recruited. The training was carried out in a practical situation on the work site. Specialists who were involved in the training had themselves to adjust and learn from the needs of the situation before they could train. All supervisors and field staff were coordinated through monthly meetings and workshops.

Sh. S. Kapoor from the Department of Social Welfare explained the objectives, functioning, programme content and administrative structure of the Integrated Child Development Services Scheme launched by the Government of India two years ago. This scheme had been started on an experimental basis in 33 blocks all over the country. In view of its success it is being expanded this year. As the name suggests the scheme entails an integrated approach to the child, an approach that has taken into account the nutritional and health needs of mothers and the education of the entire community on better child care. The pivotal role in the delivery of services was that of the balsevika. The latter belonged to the village where she worked and underwent training of four month's duration.

PRE BASIC EDUCATION

Smt. G. Pankajam,
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Preschool Education or early childhood Education can be conceived as an extension of parental child rearing or as a way of preparing children to fit into a social order or role, that they have to play as they grow up. Preschool education could also be said to be a form of deliberate social intervention. Preschool education is, therefore, an integral part of child rearing experiences provided by any agency for all children irrespective of their parentage and socio economic conditions. That is why almost all the educators of early childhood education have always viewed preschool as an extension of home and emphasised the preschool education programme for catering to the developmental needs of the young children; as they will be met with at home, by their parents. Preschools represent the first stage of a school system and as such are concerned with the socialization of children, to prepare them for the next school stage.

Our understanding of human ecology, the advancement in technology, and recognition of the importance of the growth and development in this early impressionable, plastic period, force us to realise that the choice for educating the young children is not between a contrived or artificial and natural environment but between a planned and a haphazard programme for learning.

This new concept suggests that as a society we should deliberately intervene as early as often and for as long a time as possible, to provide the optimum man made environment for young children which is a well conceived institution in the form of preschool. If the preschool is planned and conducted in a proper way it can be an ideal centre where natural human interaction between the children and the teacher, the teacher and the parents and with the community could effectively take place. Though it is a created and man made environment the child gets opportunities which he might not get at home. He is able to secure organised guidance from the teacher and has a model to follow in the case of deficiencies at home.

The genesis of the Pre-basic System :

With all the new trends in pre-primary education in India still millions of children who are born in Indian villages and in slums are neglected and uncared for perhaps due to poverty, lack of knowledge and lack of welfare sarvices available for them. They are also not provided with adequate facilities for either pre-primary or primary education. Hence, Mahatma Gandhi, the founder of the basic education system wanted to give a type of education to suit Indian children, which would be based upon Indian culture. He wanted to save and preserve the culture of India, by reviving the

socio-economic life of people in village by relating education to it. He wanted education to become an instrument for social change. His concept of the new education system was in complete harmony with modern educational trends which are in practice in other parts of the world.

For the first time in the history of Indian education, a fillip was given to the new system of education at the Haripura Session of the Congress. The scheme of National Education was adopted by the Congress in 1906, in 1917, and finally in 1920-21. An All India Educational Board headed by Dr. Zakir Hussain submitted a report in 1937 and it was formally accepted.

Pre-basic education, the name given to preschool by Gandhiji was not a separate system as such. It is a part of the general basic system of education which emphasises the education of children between 2 and 7 years of age. This stage was considered as the first stage in the new system of education which could be given by a formal agency outside the home. Though formal education was not emphasised at this level, the children were taken out from home and were initiated to a second world outside the home. This responsibility of organising pre-basic school was first taken up by the the Kasturba School Trust in many parts of our country. The first pre-basic education school was started in July 1945 under the guidance of Mrs. Shantha Narulkhar.

The present position of pre-basic education :

Though this system of education was sound and originated and planned by an Indian in our soil itself it is not a popular system today. Like any other system of pre-primary education in this system also we find adultration. No pure pre-basic system exists today. But in some places still it exists with few modifications and changes as part of basic schools or elementry schools now.

Organisation and administration of pre-basic schools :

Though it is found in few places the Pre-basic school as a part of basic schools, it is felt that it exists as a separate entity by itself, because the type of organisation, administration and guidance needed are different from a pre-primary school. It cannot be supervised or inspected as it is done in a primary school. People who are interested and specialised in early childhood education should be in charge of this scheme to guide the teachers. A person who is in charge of organisation and administration cannot be merely an inspecting authority. He should be able to enlist the co-operation of the parents, the teachers and the community.

Interaction between the administrators, teacher, children parents and the community :

It is aimed that pre-basic schools should become an instrument for social change in any community. Hence pre-basic schools should be one of the important institutions in any community. The educational programme in the Pre-basic schools should include the education of the community towards a happy, hoalthy and clean community. Programmes in pre-basic schools should reflect the community in which

the school is located. The teacher in pre-basic school is not a mere instructor in a school she is the worker of the whole community in which she takes an active role in its transformation. She should bring the parents to the schools and should go to the homes in order to have the maximum co-operation from them.

As the education of the parents or adults in an integral part of pre-basic education, it becomes easy to involve the parents and the community in running a pre-basic school. The teacher as a social worker establishes a close link between the administrators, the parents and the community. Parent education programmes, school day and any celebrations organised in the pre-school should bring the community to the school and any celebrations in the community should involve the children. The talents of children could be brought out when we provide them opportunity to participate in any celebrations either to sing, dance or dramatise. In the school committee the representations can be form the parents and the community. The organiser of pre basic schools and the teacher should always remember that involvement of the parents and the community is an integral element for the success of the pre basic school.

An analysis of the problems and obstacles encountered :

The basic education system has decreased in importance during recent years. Though this system is not being practised in the elementary and secondary levels at the pre primary level still we have pre basic schools. One more hurdle in the way of our progress in this system is poor remuneration for the teachers. A third problem we have to face today is not having a uniform pattern either in the administration or in the curriculum of pre basic schools. In a few places it is part of the elementary school and in some places it is a separate organisation by itself. A common board for pre basic school would reduce these problems.

Though a formal evaluation as such was not undertaken to see the acceptance and approval of the community, observation gives a clue that pre basic school are being welcomed by both, the village community and the people in slums. It is time that we take up a survey of pre basic schools in India and bring about a close link with some central organisations which are involved in preschool educational programmes.

TEACHER'S TRAINING :-

The aim of pre basic education is to bring about a change in the village community and among the under the privileged families even in urban areas and in slums. Hence a teacher in pre basic schools should be interested not only in young children between 2 and 6 but also have interest and aptitude for social welfare activities. She should be familiar with all the welfare activities which are taking place in rural areas as well as in slums.

The general academic attainment suggested is S.S.L.C. or matriculation and two years of professional training. Preferably the pre basic training school should be located in the heart of the community so that it could have direct contact with society, understand the needs and expectations of society and plan its curriculum accordingly.

The following activities and subjects are included in the training school curriculum which trains teachers for Pre-Schools : Practicals :

1. Community Life : It promotes understanding and co-operation with the staff and the students of a small community in the training centre. It trains the teacher trainees in democratic way of living, by sharing the responsibility. Community life includes cleaning the campus, helping in the preparation and serving of food, managing the kitchen and organistaion and participation in recreational activities.

2. Learning some Crafts : Learning of some crafts is an essential aspect of the basic educarion curriculum. The crafts included should be local ones, depending on the resources available, personnel etc. The crafts learned promote self confidence and the dignity of labour in students. They in turn try to teach these crafts to the people in the community when they become teachers.

Practice Teaching : Practice teaching includes the observation of children and teaching practice at least for a period of 5 to 6 weeks and preparation of teaching materials in pre basic schools. They should also be given training in conducting adult education classes. They should also get training in preparation of midday meals and serving the children.

Theory : Theory could be devided into (1). Preschool Education. (2) Child development or child psychology and (3). health and hygiene. Preschool education includes the history of preschool education, types, pre basic system in detail, planning of curriculum, organisation, parent education programme and activities in preschools. Child development or child psychology includes child study techniques, importance, growth and development of the child physical, motor, emotional, social, intellectual and language, problems of children, exceptional children, and child rearing practices; the third paper health and hygiene, includes the health of the child, common diseases found among children, remedial measures, environmental sanitation and drinking water supply.

Both practicals and theory in pre basic teachers' training should ultimately aim at the preparation of teachers for very young children who have affection, patience and love for them and develop the ability and aptitude for social work.

Teacher Educatators : We have dearth of teacher educators in our country. Only recently we have introduced preschool education as one of the electives in B. Ed. They are to be properly utilised to teach in these training schools.

The modifications and changes suggested in the pre basic system :

Any educational system should be dynamic in nature if it is to be successful and permanent. It should modify and change its philosophy, principles, methodology and approach in accordance with the changing concept of the world and the needs of the people. In the light of this, already we have brought some changes in the curriculum and in methodology. Some of the principles and methods of Madam Mon-

tessori, Robert Owen, Froebel and Maemillan Sisters have been fused into the pre basic system of education. Study of child development and psychology has also made us bring about changes in the curriculum. Even the age of admission and leaving of pre basic school has been altered according to new concepts of a child's growth and development. Instead of the duration of pre basic education from 2 to 7 years it has been fixed from 2 or 3 to 5 years of age Inclusion of plenty of readiness activities in order to help the children who have to enter immediately after this two years programme, into a formal school system is another change which we have made in the light of the child study and new challenges in the educational system of today. But all these are to be brought into force in an organised way in all the prebasic schools.

CONCLUSION : According to the 1971 census there were 475 million children belonging to the age group 3 to 5 years. Through some agency or other about one million children get assistance or welfare services. By 1981 it is estimated that the population of children in the age group 3 to 5 years may be 50 million. That means our responsibility is very great. We must take care of these preschoolers through some agency or other. At the same time we should provide adequate and suitable programmes for them. We must not look at preschool education as just a social welfare service which is new or as is something that needs our sympathy and support. Preschool education in the fast changing world and circumstances in our family life and society as a whole has become a necessity. Without the foundation of preschool education, the structure of primary education that we have built so for, will become weaker and be devoid of quality. The problem of wastage and stagnation will also be solved, to some extent if we provide proper preschool education.

A NEW STRATEGY IN PRE-SCHOOL CHILD EDUCATION

Dr. H W. BUTT

THE SIGNIFICANCE :

It has been oft repeated that the first six years of life of the child is most vulnerable. Research has proved that if health and nutrition are not given the required significance from the first 9 months of the unborn child up to a few years of life, the learning capacity and intelligence of the child will be damaged beyond repair. For primary school education or even any form of education it seems highly significant to focus attention on the preschool child if our objective is the development and growth of the most important national potential. Preschool child education is usually not looked upon in its totality. Besides having a direct impact on health, education, personality development and education it is also a most meaningful tool to educate the mothers in the basic requirements of child development. Previous efforts have limited themselves to isolated single components such as education or nutrition or social welfare. The integrated approach towards this problem is of a a recent nature. For success and for a far reaching impact on the preschool child it is only the integrated approach which combines education, health, nutrition, welfare, agriculture, animal husbandry, parent and community education that could bring about the desired results. To create community awareness for the importance and significance of the preschool child and to motivate parents and the community towards effective participation in such programmes is the basic problem which will be discussed in this paper.

AN INTEGRATED APPROACH :

In 1970, the Indo Dutch Project for Child Welfare has initiated an integrated approach In the community development Block, Chevella in Hyderabad district. At the initiative of the Queen of the Netherlands a number of Dutch experts gave serious thought to the e of additional help that could be given to improve the position of children in developing countries. One of the basic concepts while designing this Project has been that economic development alone dose not lead automatically and certainly not repidly enough to a better development of children. In order to build up a stronger nation, a systematic process of developing children and youth from the ages of 0—16 has been considered necessary. The integrated child care approach has been established in india on the basis of an agreement arrived at between the Government of India, tne Government of Andhra Pradesh and the Netherlands Foundation. Close proximity to the city, families belong to a comparatively low socio-economic stratum have been the criteria in selecting Chevella Block which has a population of 1,17,000 living in about 113 villages at a distance of 58 kilometres from Hyderabad.

OTHER PREVIOUS EFFORTS :

The Central Social Welfare Board set up by the Government of India launched Welfare Extension Projects in 1954. This included balwadis which combined creches

and pre-primary with craft training for women. A new scheme of Family and Child Welfare was implemented by the Government of India in the Department of Social Welfare Services to children and basic training to mothers and young girls in home craft, mother craft, health education, nutrition and child care. Although the Government was aware of the need for children's welfare programmes, most of the plans developed from time to time floundered due to men and material resources.

EARLIER STEPS TAKEN BY THE PROJECT :

A working group for integrated Mother and Child Care which comprised representatives of the Directorate of Medical and Health Services, Gram Sevika Training Centre, Directorate of women Welfare and Home Science College, the Chairman of the Zilla Parishad and the President of the Panchayat Samiti reviewed the existing facilities and functioning of balwadis under ANP scheme. This Group decided to build up a single institution that could cater to the needs of both the mother as well as the preschool child. In 1970 three balwadis were started for children in the age group of 3-5 years who were from the lower socio-economic stratum. The Group felt that the experience gained from this effort would enable replication of the balwadis in other areas. Provision for suitable accommodation to house the balwadis simple furniture and educational equipment was made. In 1971 there were eleven balwadis with an average attendance of 790 children. The nutrition programme consisted of a midday meal with CSM, upma, vegetables, 200 ml. of milk twice a week plus a boiled egg weekly and boiled groundnuts for snacks. On the health side attention was given to personal hygiene, total immunisation and health checkup by the Niloufer Health team. The staffing pattern consisted of a balsevika for each balwadi and a seperate craft instructress for each mahila mandal with two helpers for each to help in the nutrition programme and to attend the children. The gram panchayats donated land for the balwadi buildings.

The following conclusions were drawn by the working Group :

1. The balwadis served merely as feeding centres, due to which the strength has been on the high side which would serve no purpose especially from the educational point of view if the number of children exceeded forty.
2. The teachers were not trained and the teaching content needed more attention.
3. The mahila mandal members did not give adequate attention to the balwadis.
4. The balwadis need to be evaluated to find out how the learning process could be improved and how more attention could be given to personal hygiene and cleanliness and how to involve the parents and the mahila mandal members in the working of the balwadi.
5. The Working Group felt that it would be helpful if the parents were willing to subscribe towards the payment of an extra teacher.
6. The basic changes in policy consisted of instances of feasibility and replicability under the existing physical constraints.

7. Participation and partnership of the people was to be the corner stone. This could be in the shape of nominal cash, kind or services.

In 1972 a draft Five Year Plan for the entire Project activities was prepared which focussed attention on the preschool child with an integrated approach to health, education and nutrition. The plan aimed at educating the parents to give better care to their children and to stress for a need for a better nutritive diet and to show how to achieve this from available ingredients. The strategy was to train local personnel and educate parents to the requirements of their children, The plan aimed at covering 28 villages and to implement some of the recommendations of the report of the Study Group on the Development of Preschool Child of Ministry of Education and Social Welfare of the Government of India. The concept of preschool education aimed at the providing opportunities of creative thinking, cleanliness and team work, play and recreation at a balwadi, a primary school based centre or on anganwadi.

PRESENT FUNCTIONING OF THE BALWADIS :

At present there are 11 balwadis in addition to the Modle Balwadi cum Field Training Unit at the Block Headquarters and 3 primary school based centres. One balwadi was closed down last year after several steps were taken in vain to get the sarpanch to fulfill his agreement to complete the balwadi building. The Mothers' Committee did not show any interest in the running of the balwadi nor the midday meals. The response from the parents was poor and, more so, no balsevika was prepared to remain in this village,

All the three primary school based centres have started functioning. The Department of Education had contributed 50 percent of the cost of these new units with an agreement to provide a teacher for each. In the design for the extra class rooms to be attached to the existing primary schools, the Project added a bathroom, a lavatory and a kitchen which brought the total cost of these three centres to Rs. 8000 each. The total strength of the 11 balwadis and 3 primary school based centres is 659 with a higher percentage of girls over boys. The balsevikas are making home visits and have been instrumental in getting nearly 54 percent of the children who had attained the age of 6 admitted to primary schools. All the 11 balwadis now have trained balsevikas. Mother Committiees consisting of the 5 mothers have been formed to supervise the midday meals off and on.

Five mother teachers training cources were conducted since 1974 and 85 mothers tr ied so far.

Reviewing the extent to which the Five Year Plan has been realised from 1973-76, the proposed plans were not implemented to the fullest extent because of the Project's policy to initiate new programmes only when there is effective participation from the families and the local Government. One of the basic factors of limitations has been the slow progress in educating the families regarding the significance and need of a balwadi.

According to the agreement, the taking over of successful balwadis in a phased manner is still under the active consideration of the Department of Women and Child Welfare. It is due to those factors that it was not considered advisable to add to the existing number of balwadis, but instead, to develop a more sound system through which it would be possible to provide necessary guidelines to the Government and other agencies to run balwadis in a practical and successful manner.

Despite these setbacks, the cooperation and contribution by the Goverment, the voluntary agencies and the parents has been encouraging. One of the striking features which had to be developed very gradually with more effective methods of communication and training has been the parents' contribution in cash and kind amounted to only 1.5 percent of the total cost of nutriton. In the year 1977, there has been a gradual rise to nearly 14.7 percent which shows the trend and the direction of the efforts made to the educate the parents with regard to the significance of the preschool education and their participation.

CHANGES MADE :

One of the interesting aspects of this programme is the gradual growth and development to improve the quality of preschool education. There are many factors that needed careful examination to get the balwadis out of routine that they had fallen into. The first and most important factor in this programme is the balsevika. It has been proved that high school education and training are not the only essentials to make the balsevika effective in a rural situation. Equally important is the care and love of the child, skills at communication, techniques of motivation and knowledge of local conditions, customs and tradition. From this point of view the experimentation with local mother teachers who have a 5th grade level of education has proved effective to some extent. The one month's training for these mother teacher has to be supplemented and continued periodically to make them more effective. Using the local mothers has proved advantageous in many ways' i.e. to give continuty to the programmes, to cook the midday meals with more care and cleanliness, to contact the local mothers more often and to create an awareness of child care and child health among the rural families. The introduction of the admission system has proved effective in creating a sense of responsibility in the parents. The excess number of children who were above age were dropped and only those parents who were seriously interested in sending their children to the balwadi signed the application forms. This system, for the first time, made the parents understand the prescribed terms and conditions for participation which has resulted in an increasing trend of contribution each year.

The content of the syllabus was changed to give the children more freedom and more opportunity for creative thinking. The traditional methods and the strict regimentation gave place to group work, action-oriented programmes, games and recreation.

The monthly meetings provided opportunities to the staff to review the progress of the work done, study the problems faced and help the rural families to get more

acquainted with their responsibilities towards the balwadi. The emphasis to include the auxiliary nurse midwife as part of preschool education has not been as effective as expected. Although a short course was given to these workers to show how one could step into each other's areas, the feeling of compartmentalisation and working in a limited sphere has continued to remain. Several efforts were made to involve the mothers in observing and supervising the preparation of midday meals. The efforts to get the mothers to come by rotation was ruled out complted by them.

The main reason for this is that the mothers felt that they would be displacing the helper whose job it was to prepare the midday meals. To some extent the mothers are also busy attending to their own work such as agricultural labour but it is due to a feeling of interference in somebody else's work that has kept them out of the balwadi. Mothers' Committee have been formed after selecting four or five active mothers but their functions have been extremely nominal. Unless a sense of responsibility and partnership is developed these mothers' committees will not function effectively. To some extent the mother teacher should be made responsible to give their comments on the monthly progress of the balsevika, mother teacher especially in the regular work of the balwadi and the manner in which the children are taken care of. If this is not done the mothers' committes will remain an outside body not connected with the proper functioning of the balwadi. On-the-spot guidance and encouragement has proved extremely effective to improve the quality of preschool education with 14 visits by a qualified faculty member in preschool education, A considerable change was brought about in the attitude of the children, he parents and the balsevika herself. This experiment was used as a demonstration to the other balsevikas which proved useful. The assignment to prepare visuals made out of local meterial has helped in getting balsevika to use her own talent and creative thinking. The balsevikas are usually young girls who are married and separated or married and have their husbands living in the city. In some cases they are single. To expect this young girl to be on her own without much of support from the political leadership and other agencies is expecting too much of her. It is for this purpose that an effort was made to get the balsevika, the ANM, the crafts teacher and the primary school teacher together as a team by working out common programmes of inter-changeability and interest in each other's field of action. To a great extent these girls have face a difficult task. Much depends on their skills in communication and public relations. With some support from the Block staff, the primary school teachers, the balsevikas can become more effective. Here again it has been felt that a mother teacher who belongs to the village dose not suffer from the disadvantages mentioned above.

The introduction of the incentive system to help the balsevikas improve the quality of pre school education has proved effective. Although the score-card system does not assess all aspects of the personality, it is an indication to prove the efforts made by the balsevika. A month's salary at the end of the year, opportunities for higher training recognition of services are some of the ways in which it has been possible to encourage this key factor.

THE NEW APPROACH :

Need :

The experience of nearly 6 years in preschool education by the Project has brought out the following points :

1. The lack of understanding the significance of preschool education by the parents, local leaders and the local structures has, mainly, been due to the lack of a more effective communication system between the families and the workers in the field of preschool education. This communication gap has been felt to a great extent among the women. Dependence on local leaders has not helped to convince the families regarding the importance of pre school education.
2. The limitations of the balsevika in the area of maturity practical experience, attitude, skills and dedication have created barriers in this programme.
3. Problems of accommodation, acceptance, local amenities, party factions have been responsible to alienate the balsevika from the rural families.
4. The interest of the balsevika in becoming one of the community members and creating rapport with the mothers has not been very effective due to the lack of the sense of belonging of the balsevika with the local community.
5. The general impression is that the balwadi should be run as a school and not used as a tool to educate and involve the mother has been a discouraging factor.
6. Lack of coordination in field workers and the concerned Departments in the area of health, education and nutrition.

The Mother Teacher :

To avoid long gaps when the balsevika was absent from the village on the slightest pretext of sickness, festivals, ceremonies and vacation, an experiment was tried out by utilising the services of local mothers. One of the major problems faced in this area has been the lack of qualified women. As such it was felt that the educational standards of these functionaries could be reduced to a minimum of 5th class or a fair amount of knowledge of reading and writing. A short course of one month was organised in collaboration with the A. P. State Council of Child welfare, the Nizamia Women Educational Centre, the Niloufer Health team, the Home Science College end the Block staff. 85 mothers have been trained so far to provide opportunities to develop skills in teaching children, cooking midday meals, preparing toys and visuals for teaching material. A few of these mothers were selected to work as assistants to the balsevika so that they could gain more practical experience afrer the initial one month training. Although this course has not been limited to mothers alone the term mother teacher has been used in order to emphasise on the right type of attitude, patience and love of the mother required while teaching the child even if the mother teacher happens to be a young unmarried women.

THE SYLLABUS :

The syallbus for this course consists of the following topics :

a. Health :

Hygiene and practice of hygienic methods by the balwadi child, defficiency diseases and preventive measures, infectious diseases and prevention of their spreading in the balwadi.

b. Education :

Importance of the balwadi in rural areas selection of site and equipment for balwadi, preparation of balwadi timetable, programme planning and planning of different activities, enlisting the cooperation of mothers in running the balwadi, balwadi nursery rhymes and action songs, habit formation, preparation of balwadi models, clay modelling, number charts, alphabet charts, flash cards story telling charts, language teaching, basic needs of the child during its stay at the balwadi, practice of basic Telugu letters importance of creative activities, nature talk on trees, birds, animals, preparation of wooden toys, nature study picture charts and importance of indoor and outdoor games.

c. Nutrition :

Balanced diet and its importance, preparation of balanced diets for the preschool child, preparation of green leafy vegetable recipes, laying of kitchen gardens, better use of fertilizers, cheap methods of storage, methods of cooking, importance of weaning and preparation of weaning foods.

d. Miscellaneous topics :

Selection of cloth for different age groups and climate, removal of stains on cloth and patch work, family budget and small savings, preparation of kerosene emulsion, kitchen arrangements poultry rearing common animal diseases and their prevention.

DEMONSTRATIONS/PRACTICALS :

a. Education :

Preparation of balwadi models, number charts, flash cards story telling charts, wooden toys, clay modelling, teaching practice of Telgu alphabet, balwadi rhymes and outdoor games.

b. Nutrition :

Preparation of balanced diet and green leafy vegetable recipes.

c. Miscellaneous :

Darning, patch work and removal of stains on cloth and preparation of kerosene emulsion.

COMPARISON BETWEEN THE MOTHER TEACHER SYLLABUS AND THE BALSEVIKA SYLLABUS :

1. The balsevika training course has a duration of 11 months out of which 1,080 hours are provided for theory and demonstration/practicals. These hours are available after making necessary allowance for holidays, examination and field practicals. As compared to this elaborate course the four weeks training course for mother teachers provide only 123 hours for theory and demonstration/practicals after excluding the time spent on fields visits, holiday and final evaluation.

COMPARISON OF THE TRAINING GIVEN TO MOTHER TEACHERS AND BALSEVIKAS

S. No.	Type of training	Qualification	Duration of training*	No. of hours allotted							
				Theory **						Practicals	
				Child development	Pre-School education	Health.	Nutrition.	Other activities ***	Total	% of theory classes to total hours	No. of hours	% to total no. of hours
1.	Mother Teacher Training	5th Grade	3-4 weeks (123 hrs)	10 (15.1)	20½ (31.1)	5 (7.6)	17½ (26.5)	13 (19.7)	66 (100)	53.6	57	46.4
2.	Balsevika	HSC or Matriculation.	Eleven Months (1080 hours)	79 (14.7)	108 (20.1)	112 (20.8)	105 (19.5)	134 (24.9)	538 (100)	49.8	542	50.2

* Indicates that the duration expressed in hours excludes visits to other places, holidays and examination days.

** Indicates that the figures in brackets indicate percentages to the sub-total.

*** Other activities : In mother teacher training, this includes home management, agriculture and poultry. In balsevika training, this refers to introduction, orientation and social welfare.

2. In the mother teacher training course child development, preschool education, health and nutrition together form 80.3 percent of the total number of hours allotted for the above mentioned subjects in balsevika training.
3. The time allotted for practicals percentage wise is lower in the mother teacher training course as compared to the balsevika training course. The number of demonstration/practicals in child development, preschool education, health and nutrition form 84.2 percent of the total number of hours allotted as compared to 61.2 percent provided for the same subjects in the balsevika training course.
4. The high percentage of practicals in balsevika training is due mainly to the large number of hours provided for social welfare which alone forms 38.7 percent of the total number of hours allotted for demonstration/practicals.

In any case there is no comparison between the educational requirements of the balsevika and the mother teacher nor the coverage and extent of both the syllabi. What makes the mother teacher course more effective is the emphasis of the local environment, the opportunities for practical work, the basic undrstanding of the local mothers as applied to their existing conditions and the trainers from the different disciplines with rich practical experience.

The table on page 33 gives a brief comparison of the emphasis and difference in the two approaches in training.

Comparison of running costs :

The cost of running a balwadi for 40 children by a balsevika and a mother teacher is shown in the statement below :

Item	Balsevika @ Rs. 150/ pm + Helper @ Rs. 50/ pm			Two mother teachers Rs. 60/ pm each		
	Per day	per month	per year	Per day	per month	per year
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Nutrition (with CARE supplies) :	13.60	340.00	3740.00	13.60	340.00	3740.40
Salaries :	6.67	200.00	2400.00	4.00	120.00	1440.00
Total	20.27	540.00	6140.00	17.60	460.00	5180.00
Total (with Jowar)	18.27	490.00	5590.00	15.60	410.00	4630.00

Requirements for nutrition for 40 children based on the National Institute of Nutrition would cost Rs. 3740/- per year inclusive of market value of CARE material and calculated at the rate of 25 days in a month for 11 months in a year the cost of nutrition is 34 paise for day per child inclusive of market value of CARE material and 18 paise exclusive of it. If CARE material which is supplied free of cost is

replaced by local jowar and ordinary groundnut oil the cost of nutrition will be 29 paise per day per child. For salaries the total requirements for two mother teachers for a balwadi of 40 would be Rs. 1440/- as against Rs. 2400/- for a balsevika and a helper. The cost per child including all expenses would be 51 paise per child per day for a balwadi run by balsevika and 44 paise for a balwadi run by mother teacher. There is no doubt that a trained matriculate balsevika is better oriented in topics of child development but the cost of running a balwadi with such staff makes it rather improbable to cover a large group of preschool children. Besides it seems rather unnecessary to provide such a high qualified person for a simple job which basically needs a change in attitude. For all practical purposes the syllabus for the mother teachers which contains health and sanitation, food and nutrition, agriculture and poultry, child care and development, clothing and home management is more useful if the right type of local mother is trained.

The Model Balwadi-cum-Field Training Unit :

Taking into consideration the efforts made in the past, the Project feels that more emphasis required in providing practical training in the field both to the balsevika and the mother teacher. For this purpose a Model-Balwadi-cum-Field Training Unit at a cost of Rs. 130000 has been constructed at the Block Headquarters at Chevella which was inaugurated by the wife of the Governor of Andhra Pradesh Smt. Shakuntla Bai Bhandare in the presence of the Netherlands Ambassador in September 1976. This balwadi provides a large room with two small ones for 100 children with facilities for kitchen, bath, lavatory and a sandpit. Four mother teachers have been selected from the last training course to run this balwadi under the direct supervision of a Lady Supervisor who is Home Science graduate and trained in preschool education. A field training unit has been provided to this balwadi with the main objective of organising training courses to develop skills in field experiences for balsevikas and mother teachers who could be deputed by interested agencies and institutions. These courses will be designed for a period of one month or so in collaboration with the A. P State Council of Child Welfare, the Social Welfare Board, the Nizamia Women's Educational Centre and the Home Science College. The running of the balwadi with 100 children would provide an excellent opportunity for practicals for the inservice trainees who enrol themselves at this training unit.

Results :

By and large the women who enrolled for the one month course have shown keen interest in the training programme. This effort encouraged the local women to take up programmes that are of local interest and important to them i. e. mother and child care. It gave them recognition and an opportunity to do something different from the other women. It was observed that this group showed great talent in preparing teaching material and in the preparation of nutritive snacks. Instead of insisting on the regular stories the mother teachers were encouraged to include anecdotes and stories of local relevance in the story telling sessions for the children. They showed keen interest in out door activities. One of the most significant achievements in this effort is creating interest in the mothers to cook dishes with local ingredients for the children which are cheap and nutritious.

SUMMARY AND CONCLUSIONS

The following are the steps taken to improve the growth and development of balwadis in the Project area :

1. The preparation of a Five Year Plan to spell out the role of the Government and the role of the Project in terms of sharing of costs and responsibilities. The strategy was to train local personnel and educate parents to the requirements of children.
2. The introduction of the admission system emphasised the age limit and prescribed terms and conditions for parents to contribute 50 paise per month per child or 6 kilograms of jowar per year or for mothers to cook the midday meals for four days by rotation in a month. This resulted in a drop of the balwadi strength from 763 to 537 in 1975 which made it convenient for the balsevikas.
3. The content of preschool education was changed from the traditional sing-song method and strict regimentation to action-oriented programmes and more opportunities of creative thinking.
4. To improve the method of teaching, untrained balsevikas were replaced by trained ones who had passed their high school and had undergone eleven months of training at the A. P. State Council for Child Welfare.
5. Experimentation with local mother teachers to act as assistants to balsevikas after receiving one month's intensive training. The balsevikas lacked a sense of belonging and failed to build up the necessary rapport with the parents.
6. Establishment of the Model Balwadi-cum-Field Training Unit to be run by four local mothers under the supervision of a Lady Supervisor for 100 children. This training unit would provide opportunities for inservice practical training in a rural set up for balsevikas already in the field.
7. The midday meals was revised to eliminate items such as rice, wheat, gram and groundnut and to follow the prescribed recipes and quantities of the National Institute of Nutrition.
8. Emphasis on individual families contribution in three alternative forms. The cash collection was deposited in the village post office to be utilised by the parents for the balwadi.
9. Monthly meetings to review the progress of work done and to provide specific assignments for each balsevika and mother teacher. These meetings, which were held in each balwadi village by rotation were helpful to study the problems and build up confidence in the balsevikas.
10. To emphasise on the integrated approach, a short course involving the balsevikas, auxiliary nurse midwives and craft teachers was held to help them understand each other's role and to step in whenever a situation arose.

11. Mothers' committees were formed to increase greater participation and to supervise the midday meals.

12. In order to improve the approach of the balsevika and the functioning of the balwadi a specialist from the Nizamia Women's Educational Centre made 14 visits to one balwadi to give on-the-spot guidance and encouragement to the balsevikas, parents and children. This resulted in many improvements, such as display of equipment within the child's reach, freedom for the child, health and hygiene, individual and group activities.

13. Introduction of an incentive system to help balsevikas improve the quality of preschool education, the score card assessed the balsevika on points of attendance, monthly contribution, admission of children to the primary school and the strength of the balwadi.

14. Inclusion of spreading the cultivation of papaya and drumstic trees by the balwadi children and their mothers to strengthen the programme of nutrition.

Achievements :

1. During the eight years, it has been possible to cover 2769 children in the age group of 3 to 5 years.

2. During 1974-77, it has been possible to admit nearly 100 balwadi children per year who have crossed the age of six years into he primary schools. This has been done in earlier years but there is no record of the names.

3. Improvement in the health of the children due to medical checkups by the Niloufer Team and regular nutritive diet during the midday meals.

4. Parents contribution although slow shows a trend of increase from 1973 to 1977 when compared to the cost of nutrition. In the year 1973 the parents contribution amounted to 2.3% of the cost of nutrition; in 1974 to 4.8% and in 1977 to 14.7% This is a significant factor because for the first time an effort has been made to make the parents realise their responsibility in programmes of preschool child.

5. Involvement of the fathers in preschool child education by encouraging nutrition demonstration units where in a portion of the produce is given for the midday meals of the balwadis.

6. The Five Year Plans spelled out the sharing of costs between the Government, the Project, Voluntary agencies and parents contribution show the increase in the sharing of costs by the Government and parents contribution. Although the Government has yet to take over the balwadis the provision of personnel, land, etc. has been a healthy indication of partnership. The parents contribution calcuated against the actual expenditure of the balwadis stands at 1.45% in 1973, 15.72% in 1974 and 12.98% in 1975.

Failures :

1. Inspite of the agreement to take over successful programmes by the Government,

there is considerable delay in the Government's decision to make over two balwadis each year in a phased manner.

2. There is still a wide communication gap especially among the women regarding the need and utility of balwadis.
3. Mothers Committees have been very nominal in their working. Rural women have always felt that they have no say in the matter and have kept aloof.
4. Despite regular efforts, the general trend among the rural families and especially the elected leaders is that balwadis are part of the responsibility of the Government for which there is no need for any local contribution.
5. Lack of interest of the panchayat in taking over responsibilities to run the balwadi

Future Set-up :

1. It has been proved that with training of mothers, more awareness and need of balwadis has been felt which will not only help in educating the mothers about the requirements of children but also develop greater enthusiasm in preschool education.
2. The total cost of running a balwadi is 34 paise per child per day which includes salaries and nutritions programme.
3. It is much better to encourage locally available material prepared by mother teachers than sophisticated teaching and play material which are expensive.
4. The cooking of midday meals should not be left to helpers but should be the duty of the mother teachers who are trained in preparing simple nutritive snacks in a more hygienic manner.
5. The future of preschool education in the rural areas can spread if local mothers are trained and utilised and if parents are encouraged to participate more actively by contributing towards the cost of the balwadi.

***

PRESCHOOL PROGRAMME IN TAMIL NADU

Smt. Vasanta Kumari.

Specialists in the field of child care and child development are unanimous in acknowledging the functional significance of preschool age, not only from the view point of health and nutrition but also in the all round development-social, emotional and psychological-of the child. Partly due to the preoccupation of the planning and implementing authorities with the obligation of universalising primary education, preschool education, which is an essential and vital link between the home and primary school and which is closely linked to the problem of wastage and stagnation in primary schools, has been neglected.

In Tamil Nadu, welfare of preschool children is one of the important programmes of the Social Welfare Department. The concept of preschool has not only found a place in the welfare policies of the State Government, but has found a place in the very soil of rural Tamil Nadu. The Government had realised and recognised that the need for imparting preprimary training to children in the formation of correct habits of mind and body which will constitute the base for formal education at the primary level, is as fundamental as the provision of primary education.

The evolution of preschool programme in 1962 stemmed from various factors.

1. First and foremost, a widespread awareness of the importance of preschool in context of Child Care and Child Development and its importance in the success of free primary education.
2. The consideration that by providing institutionalised services to preschool care, it is possible to extend health and nutrition scheme, as this age group is not easily contactable unlike the school-going child. (The State has a high incidence of mortality, morbidity and malnutrition among preschool children)
   and
3. The usefulness of a preschool as a Day-Cere-Centre for working mothers.

The preschool programme which was launched in 1962 with 747 preschools in selected 21 Panchayat Unions has expanded considerably. The importance enjoyed by the programme is seen from its wide coverage of 14 districts by more than 3,800 preschools all over the 374 Panchayat Unions in this State. The programme has been taken to the nook and corner of the rural areas of Tamil Nadu and tiny villages and tribal areas, accessible only on foot have also been covered.

It is estimated that 70% of the preschool population live in widely spread rural areas without adequate means of communication. We realise that the preschool programme should definitely have a rural bias if it has to make any impact.

Considering on the one hand the magnitude of coverage of large number of children and on the other hand the limited financial resources available, it was a chall-

enge on the part of planners to evolve low cost approaches. The significance of the preschool programme in this State lies in the fact that it is an attempt to bring preschool education within the reach of every family in the rural areas at minimal cost.

The budget per annum for a preschoool is as follows :-

Recurring :		**Rs.**
1.	Consolidated Pay to Balsevika @ Rs. 100/- or (Rs 75/- p. m.)	1,200
2.	——do—— ——do—— to a Helper @ Rs. 30/- p. m.	360
3.	Contingencies @ Rs. 12/- p. m.	144
4.	Non-feed charges @ 45 paise per beneficiary for 70 beneficiaries for 300 days.	945
5.	Transport of CARE commodities from Panchayat Union to preschool @ Rs. 10/- p.m.	120
	Total	2,769
Non-Recurring :		
	Kitchen equipment	500
	General, play and educational equipment	500
	Total	1,000

Recurring	Rs. 2,769
Non-Recurring	Rs. 1,000
	Rs. 3,769

The above model is as it exists now. The preschool as evolved in 1962 has undergone various changes and the present pattern has emerged.

In the 1960s, when literacy had not penetrated into villages, much hardship was experienced in getting the personnel to handle this programme at village level. Local women with qualification of IV and V std. and some cases, those who knew how to read and write were selected on the basis of their suitability to handle young children, and given a short pre-service training of three months at Panchayat Union Headquaters by the Extension Officer (Social Welfare), who was trained earlier in the programme. The balsevikas, as they were popularly called, went back to their respective villages, organised preschools and conducted classes for 40 children in the age group of $2\frac{1}{2}$–5 years. They were expected to take care of the children in the forenoon, inculcate in them hygenic habits, engage them in dancing, singing in chors, dramatics and simple indoor and outdoor games. The preschools are provided with educational equipment. Though we are unable to supply all the desirable equipments, the maximum feasible within the available resources are provided.

One set of educational equipment consists of :

1.	Hammer and Pegs	...	...	1
2.	Counting Slate	...	...	1
3.	Wooden Slate	...	...	6
4.	Bead Box with 100 Beads	...	...	6
5.	Peg Board Masaic	...	...	2
6.	Peg with shapes	...	...	1
7.	Weaving Star	...	...	10
8.	Animal Lotto		...	1
9.	English and Tamil Alphabets	...	...	1
10.	Stick Laying Box	...	...	2
11.	Nest of Boxes	...	...	1
12.	Flabbel Board	...	...	1
13.	Wooden Box	...	...	1
14.	Symmetrical blocks in 4 colours	...	...	40
15.	a) Geometrical Shapes square	...	...	40
	b) Equilateral Triangles	...	...	40
	c) Scale retriangles	...	...	40
	d) Rhombus	...	—	40
16.	Building Blocks			
	a) $5" \times 2\frac{1}{2}" \times 1\frac{1}{4}"$	...	...	30
	b) $2\frac{1}{2}$ cubes.	...	...	30
17.	Number Boards for No. 1-10 with 10 rods and 55 cubes.	...	...	1

The approximate cost of this set is Rs. 400/-.

The balsevika in the beginning was paid an honorarium of Rs. 20/- p.m. for conducting the balwadis for 4 hours in the forenoon. In the subsequent Plan Periods it became possible to raise the standard of our balwadis by engaging balsevikas with Matriculation qualification, Now a majority of our balsevikas are matriculates. The next significant step in the preschool programme is the introduction of supplementary feeding programme in the preschools in 1971. At present about three lakh children and 36,540 pregnant and nursing mothers receive supplementary nutrition, which consists of preparation made out of balaher and Salad oil offered free by CARE organisation, after the introduction of supplementary feeding programme in the preschools. Preschools are run both in the morning and afternoon. The time-table adopted in the preschool isas follows :—

8 00	...	9.00 A.M.	...	Personal cleanliness and environmental higiene
9.00	...	9.15 A.M.	...	Prayer and morning talk
9.15	...	9.30 A.M.	...	Activities of daily life
9.30	...	10.00 A.M.	...	Sensorial activities
10.00		10.30 A.M.	...	Drawing, Language, Conversation
10.30	...	10.45 A.M.	...	Purposeful activities
10.45	...	11.15 A.M.	...	Recess and toileting
11.15	...	12.00 P.M.	...	Number Work, creative activities recreation
12.00	...	1.00 P.M.	...	Stories and action song
1.20	...	2.00 P.M.	...	Distribution of supplimentary nutrition
2.30	...	3.00 P.M.	...	Rest Washing
3 00	..	4.00 P.M.	...	Outdoor games and disperse

The syllabus and timings of the preschools are kept very flexible and tentative, so that any modification to suit the local conditions could be made.

with the introduction of nutrition programme and shifting of importance in the programmes, the syllabus for the training of balsevikas needed constant revision. A fresh balsevika training programme of two months has been evolved in consultation with experts in the field of nutrition, preschool education and paediatricians. The syllabus has been so formulated as to make a balsevika not only a preschool teacher but to make her a friend, philosopher and guide to mothers with regard to child care and nutrition. Besides having our own training centres to train these balsevikas, the services of voluntary agencies who have vast experience in this field in the State like the Indian Cauncil for Child Welfare, Gandhigram, Shri Avinashilingam Home Science College, Coimbatore and Balar Kalvidilayam have also been utilized. The training expenses are also kept at minimal as follows :—

Financial implication for training of one batch of 50 balsevikas :

		Rs.
1.	Stipend at Rs. 100/- p.m. per trainees 100 X 50 X 2	10,000/-
2.	T.A. at Rs. 40/- per trainees or actual charges whichever is less 40x50	2,000/-
3.	2 Instructress at Rs. 400/- p.m. (M.Sc. qualified) 400x2x2	1,600/-
4.	Contingencies (for each course)	
	i) Payment of honorarium for guest lecturers	1,000/-
	ii) Visits to institutions by trainees.	1,000/-
	iii) Stationery and other contingencies	1,400/-
	Total	17,000/-
	Cost per batch for 50 candidates	Rs. 17,000/-

In addition to having our own training programme, the trainees trained out by the Indian Council for Child Welfare are also absorbed in our preschools.

The entire preschools programme financed by the Government is run direct through the Community Development Block which is the administrative unit in our country next to the panchayats. The preschools are supervised by the Gramsevikas, Extension Officer (Social Welfare) and the Block Development Officer. The technical assistance and control are exercised by the District Social Welfare Officers. At the state level, the Director of Social Welfare assisted by the programme Officers is responsible for planning, implementation and supervision.

Any community Development Programme, however much financed by Government, can be a success only if there is maximum involvement of and contribution from the community. Such an involvement is fully present in the preschool programme. First and foremost, the responsibility of providing good accomodation for conducting a preschool in their village is fully placed on the local people. By recruiting a local girl as a balsevika, it becomes easier to involve the parents of the children and members of mahila mandals to help in the implementation of feeding programme, by way of physical help, collection of contributions in the form of fuel to cook, vegetables, vessels, stitching of uniforms etc. In places where we are putting up pucca buildings to house the preschools, the local community/Panchayat/Panchayat Union is expected to meet a minimum of Rs. 3,000/- out of the total estimated cost of Rs. 8000/-.

The preschool programme in Tamil Nadu has come a long way. The rural people are aware of the preschools programme, respond to the programme and demand the programme. Though no evaluation work on preschool education has been carried out, we take this positive response of the people as a definite impact of the programme.

The preschool are now centres which provide not only preschool education but also nutrition and health services. It should be confessed that the importance of preschool as an institution for pre-school education has been some what blurred in recent years by the increased awareness of the usefulness of preschool as a centre for feeding programmes for the preschool children. In the Integrated Child Development Services Scheme sponsored by the Government of India also, this under emphasis on the preschool education is somewhat obvious. In our anxiety to convert a preschool into an ominibus for routing all the early child-hood services in an integrated manner its primary importance as vehicle for preschool education should not be lost sight of.

In conclusion, I would say that though the state of Tamil Nadu has come a long way in the implementation of preschool programme, we have yet a long distance to cover. Out of the total 13,000 panchayats in the state, we have covered only about 3,800 panchayats and with a steady expansion programme of at least 200 preschools every year, our ultimate goal is to have one preschool in each panchayat in the state.

EDUCATION OF THE TEACHER FOR THE PRESCHOOL CHILD

Dr. Parin Vakharia

Introduction :

The Nizamia Women's Educational Centre was established in 1973 with a broad goal of offering employment oriented education to women, thereby encouraging their participation in social and civic life. A quick survey of the local scene revealed a mushroom growth of preschools known as nursery schools, kindergarten, montessori school, balwadi, etc. at each nook and corner of the twin cities and almost no training available for the teachers who work in these schools. Hence, the first course to train teachers in preschool education was started in July, 1973. The curricular and co-curricular activities of the preschool education have been developed to help the students gain necessary knowledge skills and understanding to work as teachers of children between two and half years to about six years of age and to cater to the needs of the vulnerable, conservative saction of the society from which a majority of the students come. The fees are kept low and the students are helped to earn while undergoing the training by doing small jobs of use to the centre.

Admission Requirements :

The basic qualifications required for joining the Diploma Course in Preschool Education are Intermediate or its equivalent. The duration of the course is one academic year and the medium of instruction is English.

Admission and Staffing :

The Director is the administrative and academic head of the Centre. There are three full-time and other part-time lecturers for the preschool education course. In order to give individual attention to every student the number of students is restricted to forty. There is a full-time librarian incharge of the library. The administrative staff consists of an Office Superintendent, an Accounts Officer, a typist and Class IV employees including peons, chowkidars, mali, and a Nursery school ayah.

Modus Operandi :

Close and cordial relationship is deemed important between staff and students and between the Centre and the community for effective functioning. The staff members interact among themselves and with the Director by way of regular staff meetings, staff development programme and individual meetings with the Director.

The lecturers give individual attention to each trainee with a view to develop her potentiality as a preschool teacher. This is made possible by having regular supervisory meeting in small groups followed by individual meetings to discuss the performance. Besides this, the theory subjects, the general education programme and visits to institutions also provide opportunities for closer contact with the staff.

The community is drawn closer to the centre through the practical work programme of the students and by organising meeting with community leaders to discuss extra curricular activities of mutual interest.

Continuing Education Programmes are regularly organised by the Centre which have proved useful to the local practising preschool teachers who look forward to a lead from the Centre in the field of preschool education.

Evaluation of the Programme and Students :

The programme of the Centre is constantly evaluated by the staff with the help of the students. This on going evaluation which is discussed in the staff meetings helps in improving the curriculum and policies affecting the academic programme. The semester system and internal assessment are followed for evaluating the student's performance. The Diploma in Preschool Education is awarded by the Nizamia Women's Educational Centre of Nizamia Hyderabad Women's Association Trust.

Employability of the Students :

All the successful students desirous to work have been suitably employed in various preschools in and outside the twin cities. Consequently, there is a greater demand in the twin cities and districts for the teachers of the Nizamia Women's Educational Centre. The alumni have also helped a great deal in proving the validity and usefulness of the programme.

The Nursery School of Nizamia Women's Educational Centre :

Background :

The laboratory nursery school attached to the Centre was started in Feburary 1974 with a two-fold purpose ;

i) to provide opportunity to the students of preschool education to observe and participate in the practice teaching; and

ii) to eveolve an indigenous system of preschool education based on experimentation and findings of an action research.

Admission and Staffing :

The children between the ages of two and half years to three years belonging to the low-income families residing in the neighbourhood of Purani Haveli are eligible for admission to the nursery school. The staff consists of two trained full-time nursery school teachers, one ayah and a part-time cook. The total number of children is approximately 50. The working hours of the Nursery School are from 9.00 a.m. to 12.30 p.m. five days a week.

Programme

The programme of the nursry school is planned with a view to provide varying experience to the children to promote their all-round development and to encourage

parents to be aware of the child's development needs. The daily programme consists of free play-outdoor and indoor, games, creative activities, music, story-telling, informal conversation, and science experiences. Field trips, visits, of community helpers, celebration of festivals are also a part of the programme. The emphasis is on the encouraging overall development of the child's personality; at the sametime the child learns to read and write and generally prepares for admission to the primary school.

Considering the socio-economic background of the families of the children, haalth nutrition and parent-education are given due emphasis in the nursery school programme. The health programme includes daily health check-up by a paediatrician twice a year. A follow-up of the recommendations is carried out in the child's home. The recommendations of the paediatrician are incorporated in planning the supplementary feeding programme. A snack is prepared and provided to children every day by which one third of his daily nutritional requirements are met.

A close rapport is built up between teachers and parents by organising parents' meetings and visiting homes. Besides this, the parents are required to be present at the time of medical check and Immunisation of the child and to discuss the child's progress with teachers. Some of them also help in doing some sewing, embroidery and carpentary work for the nursery school.

Efforts are being made to improve the equipment used in the nursery school. Some of them are made by the students and teachers from waste and inexpensive locally available materials whereas other are made by the local carpenters who at times are fathers or relatives of the children.

Evaluation of children's progress :

Records of children's Performance and progress are maintained systematically. Based on these, each child is helped to develop his potentiality to the optimum level.

Course on Handicrafts for Child Education :

With the intent to fill a great need of educational equipment for young children which the local preschools can afford, the Nizamia women's Educational Centre introduced recently a course for girls who have passed VIII std. The girls are taught certain handicrafts which will be applied to design and produce educational equipment for children.

Community Welfare Project :

The Centre is located in a thickly populated locality of the old city where a large sector of the population comprises of low-income, conservative families. With a view to develop suitable welfare activities for the community, a baseline study of Purani Haveli area is being undertaken. Future programme will be based on the findings of the study.

* * *

INTEGRATED APPROACH FOR PRESCHOOL CHILD

Dr. Man Mohan Kaur

The child came into its own with the advent of the Third Five Year Plan and with the child a cadre of specially trained workers to look after its needs, that is, the child welfare worker or balsevika. The child as an entity by itself had a slow process of evolution but by the 1950's it had definitely, so to speak, 'arrived'. Subsequent planned efforts only accentuated the importance of this arrival and tried to arrive at a means whereby the all-round development of the child could be ensured. From the time of the Third Five Year Plan to the ICDS scheme of the fifth plan (and which I believe is to be carried out in the sixth plan) the emphasis, was on **intergated** services for the child, an approach the planners have reiterated from time to time, and one which I feel we should not lose sight of. That 0-6 years is the most crucial period in the life of a human being has, I think, been universally acknowledged but it is crucial not only by way of education but also by way of health and nutrition and in the long ru the education of the parents and in fact the entire communlty to the needs of the child. The normal all-round development of the child is a balanced mixture of all these components. To emphasise one to the exclusich of other would be self-defeating. In fact, unless we can ensure that a child servives to begin with and then is fed and looked after well to grow normally, we cannot educate him. I, therefore, think that we need to put into proper perspective the needs of the child and their relative importance in these crucial years. Apart from the integrated approach to the child, the balsevika was also seen as a multipurpose child welfare worker and not merely a teacher in the conventional sense. The balsevika was envisaged to have a basic grounding inhealth, nutrition, education and social welfare so that she could ensure the well-being of the child (social, physical, mental and emotional) and not merely be well-versed in the principles and methods of education. The balsevika was and continues to play a pivotal role in the system of delivery of most child welfare services and we must not forget while teaching her that she is a multipurpose worker *not* a teacher.

This new integrated approach to the child emanated from voluntary agencies which had played a long and vital role in the field of child welfare and received due support from the Government in principle and also in allocation of funds. But the implementation of various programmes to put these concepts into practice was left to the more experienced voluntary agencies, among the major ones of which is the Indian Council for Child Welfare. This national organisation has so far been the mainstay of the Balsevika training programme. The Indian Council for Child Welfare, however, came into being with the large objective of protecting the interests of all children that is, children upto 16 years of age and in many different ways.

The Haryana Council for Child Welfare is a branch of this national body. The Haryana Council started functioning in 1971 (prior to that it was part of the joint council's of Panjab, Haryana and Chandigarh). Our objectives are of course in consonance with the objectives of the Indian Council for Child Welfare. We have varied programmes for children, one of our major programmes is the balwadi-cum nutrition programme and also the creche programme both of which aim at the pre-school child. We have close to 200 balwadis and creches and feed about 15,000 children under the special nutrition programme all over the State of Haryana. We train our own balsevikas.

We have always viewed these two programmes as composed of three main ingredients-health, nutrition, education and beyond this the education of parents in perticular and the community in general in good child-rearing practices This. has been the basis of the training of our child welfare workers.

The Haryana Council has its Headquarters in Chandigarh, with district branches in all the 11 districts of Haryana. In the Headquarters there is a managing body which lays down the policy and a cadre of professional workers who put this policy into action. The training cadre for balsevikas is in Chandigarh and while it has its own staff, is supervised directly by the head office. In the districts again there are managing bodies and cadres of trained workers. The balsevikas form an important part of this cadres as they are the ones, who at the grass root levels, implement the programmes. One can clearly see in this context the importance of the training programme as the failure or success of programmes hinge to a large e xtent on the effective training of these workers. Each organisation has of course, within the prescribed syllabus to evolve workers best suited to its needs and its objectives. I will stress again that our emphasis has always been on multipurpose workers trained to meet the varying needs of the child.

Needless to say, no organisation can grow in the right direction if it sends workers into the field and then forgets about them. It is essential to have a system of communication whereby new ideas and developments in the field can be communicated to the workers and the latter in turn could feed back information from the field on the basis of which programmes could be assessed, modified and could grow. The means of communication are at different levels and work in different ways. First, at the headquarters level there is integration betwaen the professional staff and the managing body at periodic intervals, where policy decisions are made. Then there is interaction between the head office staff and the staff in the districts at two levels (1) the head office and the district level administrative and supervisory staff (or child welfare officers). This interaction takes place in the following ways : supervisory visits of the head office staff to the districts; periodic meetings of the child welfare officers at the headquarter office, representation of the district on the managing body. There is thus a direct link between the managing body and district level workers. Ideas or programmes formulation at the dis-

trict level find their way up to the managing body and vice versa. The second level interaction is of the head office staff with field workers or balsevikas. This takes place in two ways: (1) supervisory visits to balwadis or other activities manned by these workers and (2) refresher courses organised at the headquarters for the balsevikas. Apart from this there is a quarterly journal which provides a fairly effective two way communication between the head office and all district level staff. This is all besides the routine correspondence and monthly and quarterly submission of reports.

Apart from this there is a interaction between the district staff which takes place in three ways. First, there are meetings of the managing body to review past work and plan for the future; secondly, there are regular supervisory visits by the District Chfld Welfare Officers of all their activities and thirdly, there are monthly meetings (apart from refresher courses) of the balsevikas at the district headquarters.

The community is involved in different ways. First of all, when a programme is introduced needy villages have first to be identified. This is generally done with the help of the Block Development Officers. Once the village is identified the District Child Welfare Officer contacts the headm n of the village and tries to determine his appreciation of the need, at the same time he is indirectly trying to 'sell' the programme, if one may say so. Once the head man or the Panchayat has concurred the District Child Welfare Officer moves on to direct contact with the people in the village. This takes the form of survey hereby the District Child Welfare Officer gets to know the people and similarly the people get to know him/her and what the programme is about. At the same time the District Child Welfare Officer gets vital basic information about the village including number of the children who would benefit from this service. At the very outset of establishing a programme, say a balwadi, there is a direct contribution by the villagers to the programme in the form of a building. This is indicative to some extent of their interest in the programme. Thereafter the balsevika comes into the picture with the setting up of the balwadi, the admission of children etc. Community contacts henceforth are to a large extent dependent on her. It is not that the District Child welfare Officer vanishes from the scene altogether, but the main of the contact shifts to the balsevika. Her contact is maintained in the following ways: Regular home visists, regular meeting with the parents in school, especially with the mothers in monthly mahila mandals, and in the celebration of festivals and other days of national importance. In the latter, the entire community participates and so do the District Child Welfare Officers. The latter also maintains his contact with the Sarpanch during his supervisory visits. Members of the managing body also visit the balwadis and other activities from time to time.

As I have said, we believe in an integrated and not in a piecemeal approach to the child. It is necessary therefore, for us to coordinate with different departments and agencies both governmental and non-governmental. The departments of social welfare, education and health are represented in our managing bodies both at the State and district level, and with various other agencies regular, though informal, contacts are maintained.

Community contact and participation, though desirable, leaves something to be desired. I feel the community is not as actively involved as it should be-there is a certain apathy, a sense of wanting things to be done for them instead of with them that is disturibing. The importance of preschool education has yet to percolate down to the villages and find a place for itself as it does in urban areas. Caste distinction continues to play a part and are sometime the cause of an indifferent response in particualar village. Co-ordination of services at the field level is another major problem. Shortage of funds also hinders the development of the programme.

As I mentioned earlier the Haryana State Council for Child Welfare came into being in 1971 and its Balsevika Training Course started functioning in 1973. For any effective evaluation to take place one has to wait for a certain period to elapse to be able to measure the effectiveness of what has been done and to put things in proper prespective. A formal evaluation thereafter had yet to be carried out-it has been planned conjointly with the Education Department for some time later this year. However, on-the-spot evaluation always take place, and is often self-evident in the responses and attitudes of people. Programmes are thus modified and geared from time ot time to help serve as a kind of feed back from the work areas. Demands from villages for balwadis or creches reflect the awareness and receptivity to these programme in certain sections of the people. There are a few instances where we have misread the responsiveness of the people and in which cases we have had fo shift our balwadis elsewhere.

In our five years of experience of running BST Centres we have increasingly felt that there must be very little theory-to rationalise and reinforce what is learnt in practice. Our emphasis has shifted from the theoretical to the practical in all fields and aspects of child welfare and in community contact. We are trying to take our balsevikas away from the class room situation to a work situation. Since balwadis and creches form one of our major programmes, I must admit that our emphasis has been more on training in relation to this.

In our way of operation we have not yet felt the need of any major modification. So far it has worked fairly smoothly. There may be rough edges which have to smoothed out and some minor adjustments may have to be made to emphasise a particular need area in a local situation.

Balwadis of the Council :

The Haryana State Council for Child Welfare runs about 200 Balwadis and creches throughout the State. Our objective has been all-round development of the child through an integrated approach to the needs and problems of the preschool child.

Admission

Admission is open to children in the age group of two and half to six years of age. Each Balwadi admits 40 children.

Staff :

One Balsevika and a Helper is provided in each of the Balwadis.

Budget :

The budget of a Balwadi consists of both recurring and non-recurring items. While expenditure of about Rs. 5,500 is funded annually, provision for non-recurring item is reviewed every three years.

Programme :

The activities are organised in a way that would help develop physical, mental and social well-being of the child. These comprise of health, nutrition, recreational and education activities. Education of the parents and involvement of the community are also an important part of the programme.

Eavluation :

No scientific evaluation of the programme offered by the Council has been done. However, some indications of the success of the programme are generally available at the mothers, meetings, meetings of the Panchayats, the appreciation of the programme by the primary school teachers and the desire of the community to have additional centres for preschool education.

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PRESCHOOL TEACHER EDUCATION

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1. Why Preschool Education ?

The subject for the present Seminar is "Preschool Teacher Education". The need for the preschool education for the children of the age groups of two and half to six years is now being generally felt by the society for one reason or another. About thirty years ago, most the people pleaded against preschool education and were quite unwilling to think of the need for this education saying either that it was no more than a luxury and a fashion for the rich or that it was too costly to be availed of by the majority of the people of the middle class and lower strta of the society. They would also plead that preschool education was mere providing facilities for the play of children and that it was no education at all and as such their children could as well play and make merry in the open ground near their houses or even inside the house instead of going to such costly preschool and paying heavy fees for it. These were some of the arguments pleaded by the people of the society for not voting in favour of preschool education. Even now it can not be maintained that all the people have really realised and under stood the basic vital need and significance of preschool education for the multisided development of the child during the first six years of its life. Many families send their children to preschool centres either because both the father and mother have to go out for their jobs and the children do not have any elderly member in the femily to look after them, or that the house is too small and congested or that they consider it a fashion or convention which ensures their social dignity and status or to fulfil some such social need. Very few people have adequately understood and felt the unquestionable and imperative need and importance of preschool education for the total development of their children below six years. The large number of preschool centres have come up just to fulfil the social need and to meet difficulties of individual families enumerated above and not because the society is sufficiently enlightened to have the preschool centres in sufficient numbers as its proved vital need established on the accepted convictions of the educational and psychological experts. It is also being seen that the educational experts are now driving home to the Government the need of the preschool centres as an effective soluation for reducing wastage and stagnation, Whatever may be the reason, the fact is that a number of preschools either of the kindergarton type or Montessori type or the Balwadi type have cropped up in fairly large numbers in the urban areas as well as rural areas of Maharashtra and many other states and we have every reason to derive satisfaction from this fact.

2. **The need for running Preschool Centres on scientific lines and the need of Preschool Teacher's Training.**

It can not, however, be maintained that all these preschool centres are running on scientific lines and observing the principles of preschool education faithfully. The concept of preschool generally formed and accepted by common people is that it is a place where children of the age-group of two and a half to six years are collected every day for three to four hours and are engaged in play and songs and stories of various sorts. This idea made people believe that Preschool Teacher-Training was not important and even necessary as untrained persons can very well keep children below six years engaged in games, play, stories and similar activities. However, as a result of the persistent efforts of the Nutan Bal Shikshan Sangh, the Indian Council for Child Welfare, Central and State Social Welfare Board, Indian Association of Preschool Education, Kastoorba Gandhi Memorial Trust and similar organisations working in the field of education and social welfare for over thirty years, the need and importance of Preschool-Teacher-Education is gradually being brought home to the general public and Government. The N.C.E.R.T., New Delhi and the Education Department of the State Government have now laid sufficient emphasis in preschool teacher education and have given it a place in the programme of national development with the result that the State Education Department, Semi-Government bodies and voluntary organisations have undertaken preschool-teacher-education courses in a more or less satisfactory number. In Maharashtra State, the Government has accepted the principle of having at least one Preschool-teacher Training Centre for each district and where there is no centre started by any voluntary organisation, the Government itself has taken the initiative to start its own Training Centre. There are at present 34 Preschool-Teacher-Training Colleges in the State (Junior Colleges). The Government of Gujarat State is also greatly interested in the Preschool Teacher Training Programme and has been taking steps to accelorate it. The Indian Council for Child Welfare is conducting nearly 27 Balsevika Training Centres in different States of India out of which three are exclusively Rural Centres.

3. **The fundamental principles and factors to be emphasised in the Teacher-training programme.**

It may, however, he noted that there is no uniformity in the syllabi framed for the Preschool Teacher Training Programmes by different bodies and organisations. This is but natural as the different bodies concerned have to take into consideration the existing local circumstances and other local factors in the matter of framing of the syllabus and differences are observed in the matter of age limit, minimum educational qualifications, duration of the training period etc. specified in the various syllabi.

All the name it is essential that the knowledge and practice of the follow-

ing fundamental principles and requirements must be emphasized and achieved through each teacher training programme inspite of differences in less important aspects and details

Qualities temperament and outlook essential for a Teacher Trainee and Preschool Teacher.

i) A Preschool teacher should necessarily have affection and care for children

ii) He/she should have the capacity to exercise sufficient self-restraint, patience, and emotional balance, but for which the teacher will not be able to handle and deal with the children in his/her charge.

iii) Preschool Education should provide adequate opportunity and scope for the multisided development of each child physical, intellectual, emotional and social. The teacher should have essential knowledge of all these states and developmental aspects. The teacher should not merely depend upon and be satisfied with book-knowledge. He/she should have practical knowledge and experience by close observation of the behaviour and movements of children and their emotional reactions and idiosyncrasies, operating in different stage of the snacks-eating programme i. e., they collect the remnants of the food-particles lying on the ground, pick up their bowls and dishes after eating snacks and remove them to the right place if not clean them themselves. All these stages of the snacks programme must be performed every day by the children so that this becomes habitual. The teacher must understand the educational significance of inclulcating all these good habits in the children for these habits are every conducive to the social development of the children. If the teacher fails to understand this fact, the snacks programme is bound to be performed in a slipshod and un scientific manner and will lose its importance from the point of view of social and educational development of children. The teacher must not lose sight of this point of view.

Play and Toys in Balwadi :

The significance of "Play" in the balwadi programme also needs to be properly emphasized. The "Play" is divided into two categories. There is "playing" without any play material or toys and there is "Playing" with the play material. There are a number of traditional games like "Apadi-Thapadi" which constitute nursery rhymes accompained by small simple actions suitable to the age. Besides, rolling, pushing, pulling, throwing, lifting, balancing of the body, are all actions which come under "Play" and are conducive to the physical growth and development of children. The teacher trainee must have knowledge of all these things.

All parents feel it necessary to provide toys to their children. Whenever they go to the market for purchases they usually purchase some coloured and attractive toys for their children; they only know that children love toys

and derive joy from playing with them. They hardly know that selection of toys for children has an educational significance. The educationists and psychologists attach great importance to the play-material because they have discovered that playing with the right type of toys and play-material undoubtedly leads to the intellectual development of children. Dr. Madam, Montessori having fully accepted this principle prepared her educational toys and aids that are intended to lead to the intellectual development of children. The toys, thus have an educational significance and value and it is necessary to drive home this significance to the Balwadi teacher as much as the parents.

The modern educationists are now stressing the principle that the education is not a matter of "Teaching" but it is "Learning" that education should become child centred and not teacher centred; that children should have the opportunity ro learn themselves, through action, play and experience and the role of the teacher should consist mostly in providing adequate facilities and opportunities for playing with aids and rich environment to the children so that they "Learn themselves" and achieve their own development. The play material should, therefore, be so selected that the child feels naturally motivated to exercise his dormant intellectual capacities, his imagination, thinking, reasoning, classifying, conceptualising, inferring, deciding, choosing and so on. His natural instincts like curiosity and desire to gather knowledge about each and every thing in his surrounding environment, to discover new things to launch upon now experiences must be encouraged and fulfilied. The toys also help to enhance the vocabulary and lead to language development. Hence the selection of toys and play material is not an easy thing. The educational value, the availablity, the durability of the play material and the purchasing capacity and the economic factor, are all the different factors which need to be taken into consideration by the Balwadi teacher in the matter of selection of the play material.

He/She should organise the Balwadi activities bearing in mind all these facts and requirements and being fully epuipped with adequate knowledge and experience of child psychology and child development. The Teacher Training Programme should emphasise those facts and provide the teacher trainee with essential knowledge, practice and outlook in the light of these facts.

iv) The Preschool teacher should organise the programme of his preschool centres having full regard for the existing conditions and environment of his village and community, especially the social conventions, customs and economic and geographical conditions of the village in which he is conducting his Balwadi. He should study and develop a particular teaching teachnique during his training period but it is necessary that he should understand the philosophy of technique and should remember that the technique will need to be modified to a greater or lesser extent to fit in with the existing conditions which vary from place to place. The training programme should inculcate this capacity and out-

look in the teacher trainees. For example in a rural balwadi the children do not come to the Balwadi clean and neatly dressed. So the rural Balwadi programme will have to include the cleanliness activity as the first activity and the children will be asked to wash their hands, feet and mouths and do their work neatly as soon as they enter the Balwadi. Similarly, in a rural Balwadi the teacher has many times to visit the houses in order to bring the children to the Balwadi. This is indeed a good opportunity for the teacher for maintaining contact with parents.

The working hours of the Balwadi have also to be adjusted to the convenience and needs of the community and children. Even the content of the daily programme of the Balwadi viz. selection of songs, stories and games should be related to the condition of the village and the community.

It may not be possible for the teacher trainee to assimilate and carry out all these details during his limited training period but the teacher educator must draw his attention to these facts and hence provide him with opportunities for as much practical experience as possible.

4. Significance of snacks programme, toys and play :

Any lay man will say that it is quite easy to look after a child if you have plenty of coloured toys and varieties of sweet which attract the child. You can rest assured that the child will keep it self well occupied and happy and will cause no trouble. It is alright so far as it goes. But sufficient thought needs to be given to the matter of selection of toy and food if we want to ensure the multisided development of the child on scientific lines.

Snacks Programme :

The Balwadi teacher must know what kind of snacks should be provided to children. what should be the nutritive components of the snacks, what are the dietary needs of the children, and how to make the best of the funds available for snacks, taking into consideration the nutritive needs of the children. She must know the importance of proper cooking. She must give the children opportunity to participate in cooking to the extent possible. She must see that all the preliminary preparation of the snacks distribution programme is done well by the children themselves, that they eat with taste and observe the decent manners in every small detail.

5. Educational Aids from indigenous material :

It is quite worth while and essential that the preschool teacher should prepare as such play-material for children as possible himself from the locally available cheap material or even waste material bearing in mind all the factors enumerated above. Seeds, leaves of trees, flowers, beens, dry or wet sticks, feathers, shells, conches, stones, wooden blocks are some of things locally available at low or no cost at any place and the resourceful teacher could well make use of them for

preparing his educational aids. Similarly, empty match-boxes, old calendors, used paper cartons and post-cards, are some of the waste material out of which educational aids and toys can be prepared.

The teacher trainees should be told about all these facts and possibilities and should be given practical experience of preparing these aids during their training period. Some pepole may find fault with these aids on the ground that they are not durable and strong but their objection can be reasonably answered by arguing that it does not matter much if the aids are not durable and hence have to be replaced by new ones at short intervals for they cost very little or sometimes nothing and the teachers of the village Balwadi should be willing to take the trouble of replacing the worn out aids by new once whenever necessary.

6. Problem of accomodation for Balwadi :

The problem of accommodation for the preschool in the urban as well as rural area also needs consideration. The preschool should be located in a place where light and fresh air are available in ample quantity and which is aloof from the crowded and noisy area. It does not matter at all if the preschool is held under the shade of big tree. There should, however, be some arrangement nearby for keeping the educational aids and equipment in safe custody. But difficulties are likely to be experienced in securing such places. Generally the place selected should have the facilities of latrines and urinaries and supply of good water should be located in a suitably enclosed place. It will be alright if a simple cheap cottage with walls constructed out of light bamboo like dry stricks called "Kuda" is selected for the Balwadi. The Balwadi teacher should make efforts to secure such a suitable place from the village residents. But till such a place is secured he/she should not wait and remain inactive but carry on the balwadi activities under the tree or in the open courtyard. The teacher trainees should be acquainted with all these facts so that they would be mentally prepared to face difficulties in the matter of securing suitabie accommodation and find out a proper solution when they have occasion to organise Balwadis.

7. Similarity between the role of a Preschool teacher and Gardener :

I personally regard a preshcool teacher not less than a great scientist. He/she has to deal with a number of living, growing, tender souls every day and closely observe and study their physical, intellectual, emotional, and social growth and development with affection. Like an able and pains-taking gardener, who knows and understands the physical needs of the trees and plants in his garden, and provides them with facilities for sunlight, water and necessary fertilizers and protects them from the encroachments of cattle and men and excess of rain and sun, the preschool teacher must take all possible care of the growing children in his charge.

8. Maintenance of different registers and office record in Balwadis :

Every year the teacher has about 25 to 30 young children with different hereditary traits and varying idiosyncrasies and capacities, physical, mental, intellect-

ual and emotional in his charge. He has to provide them with different educational aids and activities relating to language development, free activities, life exercises, games and intellectual and emotional development. He has to closely observe every child and maintain a register showing the progressive development and growth of each child. The preschool teacher has, therefore, to maintain various records and charts in respect of the periodical changes in height and weight, cleanliness habits and various capacities of the children under his charge. Besides, he has also to maintain an attendance register, inventory of dead stock and equipment, library register, inward and outward register, snacks register, cash book and ledger book and similar other registers. The teacher trainee must be given necessary knowledge and practice of maintaining all these registers and charts during his training period. In the absence of this knowledge and practice, he is bound to encounter a number of difficulties in the performance of his role as a preschool teacher.

9. Home visits, contact with parents and village people.

A preschool teacher should also realise the importance of maintaining parents' contact, home visits and of ensuring cooperation of the village people. It will not suffice merely to deliver lectures or hold discussions on this topic with the teacher-trainees during the training period. They should be given opportunities to mix with the parents and observe and participate in the actual programme of securing cooperation from the village people. They should also participate in the functions like celebration of collective birth days of children born in a particular month or cultural entertainment programme of children in the Balwadi or exhibitions setup in the Balwadi to which parents are invited. It is very necessary that the teacher trainees should gain all this experience during the training period.

10. The nature and content of syllabus for Teacher Training.

The syllabus of the pre-primary teacher's training should be carefully framed with due regard to the facts and points stressed above. A preschool teacher should have at least the minimum maturity in age. He should be sufficentily enthusiastic, energetic and agile so as to be able to mix with young children, play and laugh with them and sing and dance with them. Having regard to this fact the age limit of preschool trainees should reasonably fall within the range of 18 to 35. The minimum educational qualifications to be prescribed for the trainees should be such that the trainees should generally have the intellectual capacity to understand the multisided child development, to grasp and assimilate the theory-lectures of the instructors, observe carefully and ponder over the different physical activities, intellectual, emotional and social reactions of children and use their imagination and thinking power as much as possible, It is, therefore, necessary that the minimum educational qualifications to be prescribed for admission to preschool teacher training should be passing of vernacular final or the VII Standard of the Board. But seeing the present rise in

the general level of the educational standard passing of the S.S.C. Examination can reasonably be fixed as the required educational standard for the admission of the trainee.

Duration of Teacher Training Courses.

As regards the duration of the Preschool Training Course, short courses of three or six months are not at all advisable. The minimum knowledge, experience and practice which a preschool teacher should have before he assumes the role of a full-time teacher of a full fledged preschool, cannot be gained in any training course with a duration of less than a year. Preschool education constitutes the foundation of the process of growth and development of a child which culminates in the formation of the worthy, well behaved, responsible, useful and well-developed citizen of the nation. Only for refreshing purposes short-term courses will be found useful.

Syllabus, Examination, Tests and Evaluation.

The syllabus is usually divided into two main parts (1) Theory and (2) Practical.

The theory part will include topics like child psychology, child development, health and nutrition, educational development, organisation and administration of schools, office matters, maintaining records and registers and account books. All these topics are quite new to the trainees. The teaching methods to be adopted by the teacher educators should necessarily emphasize use of educational aids and audio-visual aids and the lectures and discussion should be in simple language and such as would suit the grasping capacity of the trainees. Teacher's Hand-Book should be prepared and made available to the teacher educators. On no account, there should be any guide-books for trainees as are written by authors motivated by commercial gains only. However, text books on different topics written in simple language by educational experts in the preschool field should be prescribed and used. Periodical tests should be given and activities like discussions, seminars preparing hand written magzines, should form a part of syllabus. Terminal and annual examinations should be held but these should not receive undue importance. It should be driven home to the trainees that self-evaluation is more important than terminals or annuals and that each trainee should be quite sincere and honest in evaluating his own knowledge and skills in practice and in making efforts to remove his draw-backs and achieve the expected standard. In fact the evaluation process goes on from moment to moment and it is not centered only in the terminals and annuals. This significance and importance of these facts should be stressed to the trainees.

The practicals are as important as the theory part. It will not be untrue to say that the former are even more important than the lattar. Merely theoretical and bookish knowledge does not ensure success and efficiency in conducting

a preschool or dealing with children. The actual practical experience of working with and among the children undertaking home visits and preparing educational aids should form an integral part of the training. Also, educational excursions, handicrafts, projects, lesson-observation, teaching lessons are equally important and should be included in the practical part of the syllabus. Hence, the practicals should claim as much time as the theory. To ensure adequate quality and skill and experience in the trainees the minimum standard of passing should be fixed at 50 to 60 percent (%) marks in the practical part. This standard should not be relaxed on any account.

11. The Different Syllabi of Preschool Teachers Training :

A number of syllabi of preschool Teachers Training have been framed so far. According to my knowledge syllabi on the lines of both Montessorian and kindergarten methods have been prepared. The duration, however, may vary. The Nutan Bal Shikshan Sangh had prepared two syllabi viz. (i) Balghar, (ii) Kreedangan. They were operated for many years. Later, when the Maharashtra State Government took over the work of preparing their own syllabus the N.B.S. Sang discontinued its own syllabi. The Maharashtra State Government had first prescribed the syllabus called the Pre. P.T.C. (Pre-Primary Training Course) which was later replaced by a new one called Pre-D-Ed. Course (Pre-Primary Diploma in Education) which is operating at present. The Maharashtra State Government is at present seriously thinking of replacing the current syllabus also by a revised one in which the Pre-primary will be integrated with the Primary. The N.C.E.R.T. has prepared another one for training teacher for the children of the age group of 0-6. I am not quite sure whether this syllabus is being operated in an experimental form at some centres.

12. I.C.C.W. Syllabus

The syllabus prepared by the Indian Council for Child Welfare and slightly revised from time to time, is being operated for the last 16 years or so in all the Balsevika Training Centres. This syllabus has really been prepared very carefully and thoughtfully. The rural centres of the Balsevika Training have also adopted the same syllabus with the only difference that unlike the urban courses more emphasis is laid on the practicals than on the theory. The rural centres have, therefore, been successful in providing a large number of preschool teachers for rural areas. "Block placement" forms a very important feature of this syllabus. The topics of the theory portion have been selected with the objective of achieving the total and integrated development of child. Topics like "child health and Nutrition", "Social Work and Recreation" are the special features which are, as far as I know, not included in other syllabi of preschool teachers training.

13. The special Features of the Kosbad B. S. T. Centre

We ars operating this I.C.C.W. Syllabus for the last 14 years in our Bal Sevi-

ka Training Centre with some modifications found necessary in view of the rural and tribal conditions prevailing here. We have laid considerable emphasis on practicals. Each trainee is required to observe 25 model demonstration lessons, (given by a regular teacher), give 10 unit lessons and 3 practical lessons of conducting the Balwadi, and undertake observations of 20 lessons (given by other trainees). They have to prepare Balsevika Kit which includes specimens of cutting work, stitching work, drawing and painting work etc. They have to give demonstrations of clay work, papier mache, decorations with the help of natural things like leaves, flowers, seeds etc. found in nature and the environment and rangoli designs. They are also required to prepare a number of learning and teaching aids, and make simple survey of the social economic and educational conditions of the surrounding area. We have been running many tribal Balwadis in the vicinity which constitute our practising schools. Incidentally I may be permitted to state here that every teachers training centre should have at least one practising school integrally attached to it.

Our trainees have also to make their own collections of nursery songs, nursery rhymes and stories. They have also to prepare specimens of office registers and forms. Besides, they have to give demonstrations of preparation and cooking of nutritions dishes and prepare nutrition charts. They also prepare puppets and give demonstrations of puppet-show.

The programme of "Block Placement" adopted in our Balsevika Training differs a little from the one prescribed in the syllabus. The syllabus states that the trainees should work during the last 15 days or a month of their training period in preschool centres conducted by other institutions in the vicinity. What we do in our Training Centre is that we ask the Balsevika during the last four months of their training period to open totally new Balwadis in different tribal hamlets in the nearby area. They begin right from searching for a suitable place for the Balwadi, meeting the parents and the members of the community to securing their cooperation and help in organising the Balwadi and collecting and enrolling the children. Thus they get valuable experience of thinking over the preliminaries and putting their thought and proposals into concrete action with the help of the community members. Thus they organise their balwadis, and set them working. We provide them with essential epuipment but most of the educational aids have to be prepared by tha Balsevikas themselves. They keep proper inventory of all these things.

In the tribal areas the Balwadi teacher has to provide for educational facilities for different age groups and not the Balwadi age group exclusively. Hence when she goes to the huts to collect the children, she has to being with her children of the creche age as well as elder children of the lower primary age groups along with those of the Balwadi age, This naturally entails separate sections for the three age groups. Thus the Balsevika get the experience of conducting the three sections-the creche, the Balwadi and the elementary school.

They thus get the opportunity to attend to the health and nutrition and social habits of these heterogeneous groups. The practical examination of teaching lessons of these Balsevikas is held in these temporarily opened Balwadis. This naturally motivates them to take great care of and pay great attention to these Balwadis, in the matter of cleanliness, decoration, parents' contact, attendance of children and their different activities. For the proper conducting of these Balwadis, the trainees are divided into groups of twelve. For one week six prepare for their turn of next week and complete their assignments which have remained incomplete. These turns go on rotating.

Besides, every year the fair of the Mahalaxmi temple situated about twenty miles away from Kosbad is held and the Balsevika are asked to put-up a camp of about ten days during the fair period. In this camp the trainees stay in a temporarily erected pandal. They conduct their creche, Balwadi and elementary school activities in the pandal, turn by turn. They prepare educational aids, set up an exhibition there of and give demonstrations of nutritions dishes. they also actively participate in the general programme of sanitation and cleanliness arranged for the fair. Thus they gain valueable and varied experience during the camp period.

It will thus be seen that we lay great stress on practical work from the beginning to the end. When these Balsevikas complete the course and return to their allotted jobs are reported to work very efficiently in their Balwadis. Here I cannot help mentioning one important and desirable need about the work of these trained Balsevikas should be carefully followed up from time to time by personal visits to their centres by teachers educator.

14. Need for raising present salaries of Preschool Teachers :

The preschool teacher trainees or Balsevikas are generally employed by Mahila Mandals, Gram Panachayats, and voluntary institutions to conduct the Balwadis run by them.

Although the significance and need of preschool education is recognised by Government it is not prepared for one reason or another to accept the financial responsibility of preschool education as it has accepted the responsibility of primary education. Some preschools are run with the income from fees received from the preschool children. But where fees are not charged and the children receive free education, the Institutions have to meet the entire expenditure from donations collected from individual donors or charitable bodies, such institutions can afford to pay to the employed teacher only a small salary which ranges from Rs. 25/- to Rs. 100/- The Central Social Welfare Board, the Indian Council for Child Welfare, Kasturba Trust and Bharatiya Adim Jyati Sangh, have fixed more or less good salaries for the preschool teacher employed by them, but at other places the preschool teachers receive very poor salaries. The problem of giving adequate salary

scales to the preschool teacher deserves serious attention and satisfactory solution.

The need importance of preschool education is unquestionable and indebatable. The ed ıcationists and the Government authorities have openly recognised this need and importance, acknowledging that preschool education constitute the foundation which supports the edifice of the proper future development of man and the nation at large. Even then the Government is not yet prepared to sponsor and support this education and expects it to be financed by the society and voluntary institutions. I personally feel that Government should excercise economy in heads of expenditure in order to save funds to be utilised for the promotion and spread of preschool education. I am sure, all will agree with me on this issue.

In the end, I again reiterate the fact that the preschool teacher has a great role to play in the proper shaping of the nation and the human resources and as such the quality of the preschool teacher education should be sufficiently enriched and facilities there of should be increased to the greatest extent. I had intended to make my paper as brief as possible but my long association with and experience in the field of preschool education ultimately made me write at such great length.I hope, I will be excused for taking this liberty.

* * *

MOBILE CRECHES

Dr. Devika Singh

Brief outline of the programme :

The Mobile Creches programme was developed on construction sites for migrant construction workers. There was no clear plan, no survey, no charting of a course of action at its initial stage. The first Creche was set up in an impulse of help towards the women who labours on a building site and for her very neglected children. Bones and flesh were found for this idea through experiment. Dealing directly with the needs of the children, with the reactions of the parents and with the worksite conditions, determined the structure of the programme, its method of operating and its philosophy. Mobile Creches is a constantly developing programme and its method still relies heavily on problem solving discussions and feed back from experiments.

The construction site is dusty and noisy. It is cluttered with girders, stone chips and cement mixers. The labour usually camp in temporary shelters or in ragged tents on the worksite. One hand pump serves a whole row of huts. Sanitation facilities are in name only. Children of all ages play on sand heaps, or lie wrapped up in rags in baskets, or trial after their parents in an uncomfortable way.

This situation demanded full day-care. It was necessary to take over the child while the mother worked, take over not only the infant in arms, but the toddler and the older child as well. It was also necessary to take over the sick and the well child, and find for all of them not only a safe place to play and sleep, but also care for their physical problems and their mental needs. Mobile Creches came to realise that a whole range of needs would have to be attended to if the programme was to have any use for migrant children. A child would have to be cleaned. Water facilities are inadequate on construction sites and in labour camps. The mother is rushed. She must take her place in the line or else she may not be employed for the day. Niceties like neat children can wait where daily earnings are at stake. A child would have to be medicated. He came with infections. His parents lacked both knowledge and time to deal with his problems. Once cleaned and medicated, he needed some nutrition during the long hours his parents worked, adequate for his growing requirements Particularly the babies. Mothers have no time for special foods. Mothers milk must suffice. His physical needs attended to, now he requires what all children require, schooling, skills, activities and creative work. He belongs to a migratory group, so the chances of regular school do not exist. The educational facilities must reach him at his doorstep and they must be good. They must give a sound base, so that the incentive to continue schooling is born.

The chief features of the model that was thus developed are :

i) acceptance of the family group on a worksite (0-12 years)

ii) comprehensive covering of a whole range of needs. (Health, Nutrition, Education).

iii) full day care six days a week, right through the year.

iv) assistance to the older child to catch up with his peers, acquire a birth certificate and enter local school. Also assistance with his homework so that he can stay there.

v) In addition there are other special features. Mobile Creches has built up a whole net-work of programmes which reach the adult population. These consist of Adult Literacy Classes (men & women), Mothers' meetings during the day and night, and arranging various community gatherings like melas and kirtan sessions. Also holding meetings with adult groups to discuss problems that arise in the day care programme. To establish the day care programme on the worksites, the first and foremost task was to convince the mother to let us look after her baby, to allow us to clean and medicate it. She had also to be convinced that the older child would benefit from the education offered before she was willing to free him from household chores and serving as a watchman over their meagre belongings. In this attempt to convince her, to find out her objections, Mobile Creches learnt the importance of a continuous dialogue with the adults surrounding the child. Construction workers being migratory there are constantly new groups and children and adults appearing on a worksite who have to be persuaded. Door to door visiting as a regular part of the routine and the establishing of a net work of adult programmes has grown out of this need. The home contact and the night programmes are the foundations on which the whole day care programme rests.

vi) Other lines of support to the community consist in initiating hospitalisation, providing the initial support to mothers to get leave from the contractor etc.

vii) Use of semi permanent low cost structures is an intrinsic part of this model. The variety of accomodation provided on a worksite led to a great deal of flexibility in our attitude towards the kind of accommodation needed for these activities. We basically realised that very simple shelters could suffice. We have experimented with a series of jhugghi type structures. The experimentation has culminated in one low cost permanent structure which can house 350 children and has cost Rs. 70,000/-

Our experience has shown that educational programmes for underprivileged groups of children can only succeed if the programme is comprehensive, if the adult community is involved, and if teachers and workers accept the vital necessity for communication with parents.

The preschool child of economically disadvantaged groups is part of a family group and a situation. A programme must see this totality.

The type of programme described above has been found to be based on sound principles. Migratory or otherwise, disadvantaged children of low economic groups, share the same basic needs. The model has been applied to slums as well and found successful with some modifications and change of emphasis.

1. The membership of the society is confined to people activity involved in the pr -

THE MAIN FEATURES OF THE ORGANISATIONAL SET UP

Mobile Creches is a registered Society. 30 Creche/School centres are running at present in Delhi and 17 in Bombay. Bombay functions as a branch office responsible to Delhi. The organisation runs on the following lines.

Governing Body
Co-ordinator

Administration	Training	Health care	School Administration	School Supply/Nutriiton Supply	Adult Literacy Lok Dut (mobile theatre group)
(Management of finances and organisational affairs communication) 1 Administrator 1 Office Assistant 1 Accountant 1 Typist 3 Drivers 2 Part-time fundraisers	1. Planner (education, theatre Literacy) 2. Doctors 2 B. Ed. Trained Teachers 5 Experienced Community workers 4 Adult Literacy Supervisors	4 Doctors 1 Nutritionist	(Recruitment/personnel Management) 7 Senior Supervisors. 15 Junior Supervisors	1 Incharge supply 2 Assistants 3 Kitchen staff	Supervisors

Mobile Creche Centres Day Programme and Adult Programmes

Incharges	Teachers	Creche workers	Adult Literacy Instructors	Theatre group

Total staff strength 200 people

gramme. As such inactive or people who cannot contribute to the development of the programme are not permitted membership.

2. All supervisory staff is drawn from staff who have proved themselves in the field situation over a period of time and hence know the situation, its practical problems and can assist in training and directly handling problems that come up.
3. There is very little difference between the salaries of senior people in the office and senior supervisory field staff. The highest salary in the organisation is Rs. 950/- and highest supervisory salary is Rs. 650/-.
4. A strong system of group decision making exists. Bi-monthly meeting of field supervisors, coordinators is the venue for all policy and decisions.
5. All specialists conduct the majority of training in the field situation. One workshop a month for each category of staff is the only time away from the field.

Delivery System

		1978 Delhi	Bombay
Total No. of Day Care Creche School Centres 1978	▭	30	16
Total No. of children covered 0-12	=	2523	1329
Total No. of Adult Education Centres	▭	18	
Total No. of Adults covered	▭	350	

Each day care centre is run by a team teachers and creche workers who are guided and supervised by specialists and experienced staff. Normally 1 creche worker looks after 10 babies/toddlers and 1 teacher looks after 25 children. All staff are trained to handle all aspects of the work as units are small and a great deal of specilisation would be uneconomical. The range of care services which they deliver are :

1. Hygiene (Washing and bathing children)
2. Health Care (Daily Dispensing of medicines in accordance with doctor's instruction, first aid, keeping of health records).
3. Nutrition (Cooking and dispensing the milk and khichri and snacks. Eggs and bananas for specially malnourished children.)
4. Infant Care (Washing feeding, comforting, medicating. Verbal and physical activities for toddlers).
5. Education (Balwadi, Preschool, Primary Teaching and activities. Assistance to older children to get to school.
   Assistance to older children in summer vacation and for homework).
6. Community Work (Conducting mother's meetings to build up understanding, communication and discussion of problems.
   Door to door visits-Participation in community occassions.)

Doctors visit the centre once a week. Staff are permitted tc take parents and children to hospitals whenever necessary.

School Supplies (general care items-soap, detergents etc.
Nutritiional supplies-snacks, milk etc.
Stationery and school supplies
Medicines)

are delivered once a month from a central store.

7.

System of inter-action between Administration, Teacher, Children, parents and the community :

Mobile Creche units are scattered and small. The majority have 50/70 children and a few have concentrations of 200 and over. In addition to physical scattering, the bulk of the population we deal with are fluctuating and migratory. In this situation it was vital that strong communication links are set up between the different units for the following purpose.

a) maintaining a uniform standard of care in all centres.
b) providing a feed back of problems encountered at the varying sites and assistance in dealing with them.
c) for administrative reasons like that of staff absenteeism-discipline etc.
d) and in order to keep up a flow of ideas and encouragemant to strengthen morale in a very tough work situation.

The system of interaction that has emerged is as follows :

Each centre is run by a team of teachers and creche workers, supervisors who have matured through handling of individual centres, look after two centres each. They are assisted by senior supervisors who each take care of 5 centres in zone. Supervisors and zonal sepervisors directly train new staff, handle site problem assist Incharges of centres in communicating with new groups of labour, test children, initiate activities for them and look into all discipline and administrative problems.

All supervisors and field staff are coordinated through monthly meetings and workshop. The general pattern of meetings and workshop is as follows :

1. All Incharges meet twice a month for problem discussion, discussion on new programmes, accounts and administrative details.
2. All supervisors get 2 meeting a month for planning and coordination.
3. In addition all categories of staff-illiterate creche workers, Balwadi, pre-primary and primary teachers get one workshop a month for further training in methods, for problem discussion and for planning.
4. A few special workshop on music, drama, sport, and art are held at intervals.
5. Educational Planners, Doctors, Senior supervisors, train directly on site. In addition they conduct the workshops.

Policy and programmes are decided at group levels with senior staff. Educational Planner and Coordinator attend group discussion twice a month for this purpose.

Adult Programmes are similarly coordinated through bi-monthly meetings with instructors and supervisors.

Interaction with the community :

The centres exist right on fhe worksites. Teachers visit the labour camp daily. Mothers come in to feed and check on their children. They come for advice and medication for emergencies. Monthly mothers meetings are informal get-togethers and an

occassion for discussion. Also specific topics are taken up as the need arise. Weaning hygiene immunisation, nutrition etc. are some of the subjects dealt with. In addition meetings in the camp are held with all parents if a problem comes up.

The majority of the interaction with adults takes place through Adult Education classes, and by informal visiting and participating in community celebrations.

Parental assistance is sought for all kinds or things-arranging for water, security of the school, building a wall etc.

Planning and Supervisory staff on all fronts carry on training and supervision in the field and therefore contact and communication with adults is carried out in an informal way, apart from the regular programmes set for them.

Analysis of various problems encountered by mobile creche in achieving the goals of the programmes :

The goal of the programme was to pioneer a relevant and workable programme for migrant children.

What were the various problems that came up ?

1. The first problem was how to gain entry on worksite in the contractors domain He must accept the need for the programme, the bonafides of the people running it and cooperative in providing the minimum facilities.

All kinds of methods were used in finding worksites where our work would be acceptable. Private contracting parties were contacted-i.e. those who are finding the building and their interest awakened. Contractors were directly approached and persuaded, CPWD, DDA, NDMC, the chief engineers of these departments were approached. Some creches were opened in one way, some in another.

All slow and arduous process of persuasion and public relations work was required before the field could be opened up for our work. There was a constant struggle to obtain accommodation with minimum protection from the sun and rain. The minimum facilities provided by the contractors varied greatly from very exposed sheds, to better completed parts of a building. Water and disposal were usuaily a makeshift arrangment. Sanitation was non-existent. A sense of challenge had to be inculcated in all field workers in these circumstances. They had to feel they had to prove to all on a worksite that the children merited better facilities. It was a peaceful battle for recognition that had to be waged and is still waged.

Some contractors contributed towards the cost of the creche, some did not. The spade work and continuous contact with contractors and site engineers and engineering departments has to be maintained in order to keep their cooperation. Without this cooperation, mothers cannot get time off to come and feed their babies, or accompany teacher to hospitals if the child is very sick. We donot and cannot function without cooperation from the labour, the engineers and the contractors. The only successful method is persuasion. Any kind of pressure leads to hostility and a withdrawal of permission to work on the building site.

2. The second major problem was to convince mothers to trust us to handle their babies, feed them, clean them and medicate them. Suspicion, fear of powdered milk, medicines, prejudices to weaning food, antagonism to immunisation etc. were major hurdles. There was also prejudice against children of different castes eating together.

It took a lot of patience in convincing them of our ability to care for their children and our good faith. Here again constant contact, dialogue, demonstration and patience are the only methods possible.

3. The third problem was how to find staff who would function effectively on as varied fronts as medical follow up, infant care, organising play and learning activities, cleaning, cooking, fetching water etc. and above all concern themselves about the community. This was the crux of the entire problem people, what kind of people and how to train them. Many experiments were tried. The main principles that emerged were that

a) Untrained people of 7th standard to Higher Secondary level were best suited to this kind of work. Their untrained situation gave them flexibility, receptiveness.

b) The training had to be carried out in the practical situation of worksite.

c) Specialists who were involved in the training had themselves to adjust and learn from the needs of the situation before they could train.

d) A high priority had to be placed on community contact, interaction, development of trust etc. Staff had to be encouraged to participate in community problems and act in those circumstances. For example in times of sickness where need for hospitalisation occurred.

e) Very early in the work, it was realised that because of the toughness of the field situation a strong sense of comradeship had to be developed amongst the staff Hierarchical controls were not relevant in this situation. It was vital to build up group action where all functtons are shared. For example at school level Incharges participate in the humblest of tasks, from washing linen to teaching. Dignity and equality of all levels of staff and their participation in problem solving and policy had to be built into the system. No wide gaps in privileges and incomes could be possible from top to bottom. Only then a sense of shared purpose could be achieved.

4. The fourth major problem was how to combine educational activities and physical care facilities for mixed age group. Children are involved in a home-cum-school situation. They participate in cooking, cleaning, setting up the school, also helping with younger ones when needed. The school routines have to be flexible. Children are there for short spans. They are often involved in home chores, and rosponsibilities, and timings and allowances have to be made for all this. It took time to learn how to work in these circumstances and what to stress.

5. Last but not least came the problem of finance. How to raise for the progra-

mme, how to keep costs low and most important, how to combine efficiency with low salaries.

All kinds of avenues were explored for fund raising. Funds were collected from individuals, contractors, firms, agencies, government departments.

6. The society built up of mainly field workers and drawn from an unprofessional group had to learn about the skills of finance management, accounting, and administrative systems. Finances being limited, these essential skills had to be acquired by those involved in the field work.

7. Equipment suitable for worksites with its fluctuating conditions, had to be devised.

Evaluation and receptivity of the programme by the community

Monitoring of the programme through feedback on experiments carried out is constantly going on. But formal research based on systematic collection of data has only been undertaken this year.

Informal evaluation of the receptivity of the programme by migrants is judged by the following criteria :

1. There are a growing number of instances where the initiative for requests for a creche has come from the jamadar.

2. There is little opposition or distrust with methods of feeding and medicating carried out at the centres. There is co-operation and support from the community when problems arise in the creche/school centres.

3. A large number of children who have been at previous Mobile Creche centres have been found to be continuing their schooling.

The possibility of replicability

There has been no evaluatory report on the test for replicability of the model but the worksite model has been tried out in actual fact in semi-permanent jhuggi-jhompri areas and in the resettlement slums. The children who are covered in these areas are children of part-time or full-time working mothers of the lowest income group. They are the children of vegetable sellers, sweepers, part time domestic helpers, basket weavers, iron mongers etc. The basic needs of the children are the same and the pattern of day and care for the full family group has been found useful and necessary. The same methods of building up community contact and developing up cooperation has also been found relevant.

The only modification is that being permanent, programmes for underprivileged children in permanent situations require more indepth programmes with older children and with mothers.

1. Development of some skills in older children after formal schooling at local school level. Contact must be maintained so that the base developed during the creche Balwadi stage is not lost. Also adolescent groups need direction and occupations.

2. Development of more cohesive action/participation by mothers.

Teacher Training Aspects of the Programme :

As mentioned above, continucus training/guidance and supervision of personnel lies at the heart of the programme.

Very briefly the training is geared to develop the ability in staff to function in the practical situation of the worksite. This is achieved through demonstration and guidance at field level. It is bolstered by workshop giving information. The flow of ideas is maintained through regular problem solving meetings. The kind of problems that come up are as described below :

1. Staff are often faced with the need for urgent hospitalistaion of a child. They act and take mother and child to the hospital. The doctors wish to put the child on a drip to save its life. The mother in fear and ignorance refuses to let them do it. In these circumstances what should they do. Through sharing of experience and discussion of repercussions, they have learnt that before going to the hospital, responsible people on the worksite must be informed the jamadar, the contractor etc. so that their pressure and support can be called upon and the community is alerted to the fact of possible death. Practical methods like this are worked into preparation of new staff.

2. There is always a problem of new, unexposed group of labour moving in to a worksite. Many ways have to be found to understand new groups. An example of the type of approach found useful is given below.

A group of children were found to stay away from the creche/school. A senior member of our staff went out and observed their daily activity. She found the children spent most of their time collecting fuel and then making a hot fresh rice for the parents midday meal. She participated in the fuel collection and made friends with them. She was then able to set up interesting project of preparing for a dolls wedding for which they come in for a little while each day. Elaborate furniture, clothing etc was prepared for the doll by the children. The actual occasion was celebrated in the labour camp with adults participating and watching self-consciously but with amusement and interest. The purpose of involving the children and getting to know the parents had been achieved.

There are only a few of the examples of the kind of rescurcefulness that we need to develop and why the method of discussion and feed back from problems is central to the system of training. Training people to work with disadvantaged groups on low cost projects requires the development of certain important qualities.
The special qualities we seek to develop are :

1. Initiative. Ability to create the minimum conveniences through seeking help from the community. Arrange for water, level play-areas build boundary walls etc.
2. Confidence in being able to deal with emergencies, hospital authorities etc.
3. Ability to devise activities that interest children and break through the prejudice of new groups.

4. Multipurpose preparedness for care activities and teaching.

5. Interest and ability to integrate with the community and participate intheir festivities. Ability to be able to organise meetings and communicate.

In addition to this, the training seeks to build up skills, information, knowledge of method on the following fronts (1) Infant care (2) Health care (3) Preschool and Primary teaching.

Conclusion :

The disadvantaged child is part of a vast economic problem. His problems are not solved that easily. The experience we have had only points to some of the methods that are more meaningful in working with him. There are by no means total solutions. We are very aware that the situation of the migrant child requires many more years of experimentation and work before a tangible dent is made. We have only found frame work in which to operate. Much more need to be done.

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MONTESSORI METHOD AND ITS RELEVANCE IN TODAY'S SCHOOL

Smt. Rajeshwari

Child education, the mental, physical and mormal welfare and upbrining of the child has now been brought into the limelight and forms a major feature in all programmes of All India Educational Conferences. The National Council of Educational Research and Training in New Delhi, through its State Branches, has worked out many programmes for progress in this field. Modern educationists and research scholars emphasise the mental development of the child during the so-called pre-school age. But the advent of this century saw great psychologists and educationists devoting their life for the research in this interesting period of life in a child. Of these, Madame Montessori has been accepted as the apostle of child education.

Madame Montessori has done a comprehensive research on the problems facing the home, school and society in developing all that is best in children, in helping them to attain an all-round growth. Apart from her natural interest in children her medical graduation drew her deep into the study of children, from a different point of view rather than that of any psychologist or educationist. She shared the views of great French Doctors Jean Itard and Edouard Seguin that mental deficiency was a pedagogical problem rather than a medical one. As a consequence, she became the head of an Institute for backward children. There, she put into practice the practical aids designed by these doctors for backward children. After achieving brilliant cultural results with them she dedicated herself to the study of normal children.

Every child has a physical development which is apparent to the naked eye along with an inner energy which manifests itself but remains burried. She called this the spiritual embryo which has the power to develop spontaneously but only at the expense of the environment. Just as the physical embryo is influenced by genes and harmones, the spiritual embryo must be influenced by the sensitivities. She has explained the unconocious mental state which is of a creative nature as the 'absorbent mind' of a child. This mind functions in accordance to the lead of 'inner sensitivities' only for a definite period and this she calls the 'Senstitive Period'. The acquisition of language serves as the most suitable example to this. She felt that the methods of education must be radically changed to serve the human needs and to correct the errors of civilisation fostered and induced by faulty methods of training in past. This does not mean that the child must be delivered from presumed repression but to help the human mind to reconstruct mere freedom movements and superficial amusement cannot achieve this. 'To help life' must be the first and fundamental principle. Madame's motto of child education is 'help me, to help myself'.

Along these principles she has scientifically prepared the didactic apparatus. These are very precise and perfect aids to train the senses. To develop self-reliance and self-confidence, the excrcise of practical life are given. Development of muscular memory and co-ordination of movements help the child to learn the language unconsciously. Abstract numbers of arithmetic become more concrete and meaingful

with these equipments. All these aids are given in a free atmosphers where the child is drawn into spontaneous activity and thereby self discipline is established.. The small child between the ages of two and four years has a most amazing sensitive period for order. The child has this both in school and home. So, Dr. Montessori says, we must prepare suitable environment for the whole of the child's life, both in school and out. If we really love the child, we must with utmost possible care and forethought provide an environment which will answer to all his needs.

True education can take place only through interest. Dr. Montessori has discovered that if children of two to five years are placed in an envronment which answers to their needs they display the faculty of attention They apply themselves to work with unbelieveable concentration. This is due to the deep inner joy that the child attains through satisfaction of some creative purpose of life. Prepraration of the environment is considered to be the most important work of teacher in a Montessori School. A teacher in this school is not a more instructress who has to fill the empty mind of a child with factual knowledge. She is a trained guide who in a prepared environment understands the needs of the child and acts as their friend and guide. Each child is taken care of individually. She moves from one chlid to the other and induces them into their activities The children approach her in friendship rarher than in awe.

Any new system of education when it is brought into practice should consider three major things essential for its acceptance. First and foremost, it should be in accordance with modern scientific reasearh in psychology and sociology. Secondly, it should be based on spiritual values of life and aim at the development of a noble character but should avoid strict and sectarian dogmas. The third and more practical thing to be considered is the capability of an economic application to present conditions. Montessori method can very well fulfil all these three conditions if adapted without much prejudice.

Modern parents as well educators are aware of the psychic development of the child. Even illiterate parents are conscious of a pre-preparation necessary for the child before entering into an ordinary school. Sensorial education gives practical help. There is no need to be aware of the sensations. It is there within the child from birth and will be a subconscious pre-occupation all through his life. But what he needs is a practical help which will enable him to guide himself in their chaotic multiude to separate and classify them. Madame Montessori has prepared these aids with scientific approach based on accurate observation and repeated experiment. The innate power of the young child aided by a scientifically prepared environment, satisfying the natural needs of the sensitive periods of growth helps to develop a wholesome child both mentally and physically healthy, radiating joy and happiness. Monteseori system of education is the best form of education to develop children with a sound mind and body who will be the future citizen of india. The present condition of child education is in a chaotic form. People are yet to decide which way to follow but if the works of Madame Montessori are studied withuot prejudice then there will not be any doubt about its usefulness for children.

Montessori method, so creatively conceived, so well planned and co-ordinated, contains in it self all that is necessary to lead the child to the highest significance of life, for it fosters the right attitude. The Child builds up a wonderful character, which makes him a worthy member of the society, live therein intelligently, purposefully and with self awareness. In the modren society there is a great drawback of selfishness which even curtails the consciousness of true citizenship. This leads on to irresponsiblity and indiscipline. So we see so much of student unrest everywhere. If the attitude and ability of the child would enable him to lead a life in harmony with himself and the enviroment such things will never occur. If a character which would enable him to follow any profession successfully, then there can be no dissatisfaction or wrong competition. Selfdiscipline leads on to implicit obedience which promotes a healthy understanding between the parents and children, teacher and his pupils.

Somehow, a wrong notion that Montessori system of education is very costly and is not suitable for Indian economic condition is widely prevalent. But this is completely and utterly baseless. Except a very few sensorial apparatus made of wood, most of the other materials are cheap in the present economic condition where crores of rupees are spent on experiments it will not be waste to spend a few thousand for Montessori schools. Many primary and pre-primary schools spend a few hundred rupees every year on charts and papers and other perishable articles which has to be replaced quite often. Instead the durable Montessori equipment can be brought in instalments. When Madame Montessori started her exprimental schools in India, one of the major problem she had to face was of trained teachers. Now, after so many years of imparting this special type of training there are plenty of teachers ready to serve the child. But the school where these teachers can go and work do not possess the necessary cash or convincement to buy the Montessori equipment. The school that possess them do not have trained teachers who can put them into parctice. with a little more planning and understanding of this system the government can very well adopt in the schools. In the present conditions of the fast moving world, this system can satisfy all who are concerned with education. It is the most practical and simple method that could be adopted in any School. Parents can see the difference in the development of their children and children can enjoy the best opportunity given to them for their self-development. Finally, this system is not a system for one nation, one practicular period or one particular school of thought. It is accepted all over and has proved its worth even efter seventy five years of its practice. Madame Montessori always insisted that this system of education which she advocated is the system of the child for the child and by the child. So her schools are called "House of the children" and her system as 'Children's system".

* * *

NURSERY SCHOOL PROGRAMME

Uma Banerjee.

Before I talk about the programme of nursery school I shall like to say a few words about the school where I work because the programme I am going to present here is based on the programme of this school. IIT Nursery School is situated in the campus of the Indian Institute of Technology, Delhi. The school is run in collaboration with N.C.E.R.T. and is regarded as experimental school of N.C.E.R.T. The academic guidance is provided by N.C.E.R.T. and the expenses on building, staff and material is borne by the Indian Institute of Technology Delhi. The school caters to the needs of three to five years old children. There are 210 children in the school divided in three sections of three to four years old in nursery and six sections of four to five years olds in KG classes. A majority of childreu after attaining the age of five years join the Central School situated on the campus. A very small number join other schools. Children coming to our school differ widely in socio-economic status. Some come from affluent, highly educated some from not so affluent, semi-literate homes.

The school is located in a residential bunglow and there is not enough space to accommodate all the children the school runs in two shifts. The morning shift is from 8.30 a.m. to 12.30 noon and the afternoon shift is from 1.00 p.m. to 5.00 p.m. Two groups of teachers work in different shifts. The teacher pupil ratio is 1 : 25. There is one attendant attached with the teacher in the nursery section. in KG classes one attendant works with two teachers. For effective functioning of a nursery school it is necessary to have a small group of children with the teacher otherwise paying individual attention is not possible.

The programme of the school is based on developmental level and needs of children. Here I am not going to elaborate what are the needs of children of this age group because those of us who are present here know all these very well. The problem is how to put this knowledge into practice so that we all become good teachers. As I have said, children coming to our school differ in socio-economic status; naturally their needs are also different. Are we catering to the needs of these different groups of children ? We had a small study conducted in our school to find out the answer. One of the main drawbacks of children coming from disadvantaged homes is language deprivation. These children have problems in vocabulary, sequential thinking and reasoning ability. In our programme special emphasis is put on language development of this group of children. In a comparative study of two groups of children, one coming from affluent and educated homes and another from not so affluent semi-literate homes after nearly two years of schooling showed that there was no significance difference in number of words used in a story telling test or in scores of draw-a- man test conducted on these children. The differences were in events remembered and quality of language used.

Coming back to the programme of school programme for three year olds. A three year old child leaves home and comes to an unknown environment for the first time when he joins a nursery school. This separation from mother and home is bound to arouse a great deal of anxiety in the child. It is up to the school to minimize the anxiety by making the whole experience pleasant and attractive to the child. The atmosphere of nursery class is kept more like a house environment and the teacher a substitute for mother. So for as this group is concerned there is no hard and fast rule that the child has to come to school in time. The child comes to school when he is ready. It may be fifteen minutes or half an hour late than the regular school time. As the child enters the school he is welcomed by the teacher and taken into the classroom which is already arranged in a pleasant and attractive manner with different play materials. Coming from home the child is a little nervous and he looks for the security of home.

The teacher provides the security by holding his hand, leading him gently to some activity or just sits close to him and talks to him. Small children feel secure in each other's company even when they are not playing in a group. The physical presence of other children gives the children a feeling of security. So the days activity starts with freeplay indoors where different types of activities like block play, play with toys, dolls, plastic material and picture books are provided. The teacher's role is to go a round and join different activities with children, trying to draw in children who are not joining in the play. Children are free to play with any material and the teacher makes sure that different types of play materials are provided. The objectives of this activity is to allow children choose any material from a variety of materials and play with it, use the material as he likes except misusing it and also to play in small groups when they are ready for it.

After this indoor free play period of forty minutes children are taken out for outdoor play where the same type of activity goes on with outdoor play material, sand play, walking on balancing boards, climbing, running, playing with ball, all these activities are provided for large muscle co-ordination gaining control over body. Here also it is mostly individual activity. Each child plays on his own being nearer to one another. On some days this time is utilised for a small walk around the school compound, observing birds, flowers, plants, animals and vehicles on the streets. After approximately forty minutes session of our outdoor play children are taken for handwashing and snacks.

Handwashing and snacks are the first group activity which children have to join since coming to school in the morning. Standing in a line for washing or waiting for others to come before they start eating, make children feel part of a groups. Saying a small prayer before the open the tiffin boxes teaches them that there is a system in all these activities and they are part of the system.

After snacks children rest a little, while the room is set up for another activity. After mid-day starts teacher-guided activities. In the morning children are engaged

in free. In free play the teacher's role is to provide opportunity for play and help those children who need help. In free play the teacher is mostly observer as it should be when working with very young children. But in teacher-guided activities the teacher plans and presents the activity to the group. These activities include language activities like story telling, conversation or hand work activities. After snacks, language activities are carried on for ten to fifteen minutes. Then the teacher does some activities on concept formation. Creative activities, like bursh paintnig, clay work, free hand drawing or activities for co-ordination such as paper tearing and pasting, threading, sorting etc. are given towards the end of the day. These are quite activities suitable for children towards the end of the day.

A harmonious balance between free play and guided play, active play and quite play, activities for large and finer muscle co-ordination along with plenty of opportunity and encouragement to talk, ask questions observe and experiment are given to children.

For health, hygiene and nutrition programme a monthly record of children's hight and weight are maintained. The school provides nutritious snacks twice a week to children. The snacks are prepared in the school which is again tied up with learning programme of children. A very close relation is maintained between home and school which I must confess is possible because of proximity of home and school. The school is situated right in the middle of the staff quarters of IIT. Mothers are always welcome in school and are encouraged to observe children in the class. The school maintains a library of picture books for children. On Saturdays books are issued. Each parent can borrow two books in a week. Parents are also encouraged to borrow play materials from the school for the child to play at home. Here I am sorry to mention that mothers whom we want to take all these advantages for their children (children from deprived homes) do not do so. The main reason is lack of time on the part of the mothers.

For four year old the basic pattern of the day-to-day activities are much the same as the three year olds, but here gradually children are involved more in group activities. The stress also shifts from free activities to teacher-guided activity though a balance is maintained between these. The last term of the academic year is devoted to readiness programme.

Greater emphasis is put on language acquisition, verbal expression, reasoning, sequential thinking and problem solving. Encouragement is given to build up such personality traits as co-operativeness, friendliness, leadership quality etc. Children are constantly encouraged to explore, observe and experiment for whtch situations are created. Children are taken for outdoor walks once a week and for field trips three times in a year. To make them aware of our cultural heritage all national festivals and cultural festivals are organised in the school.

It is needless to say that to offer such an elaborate and varied programme to children careful planning is necessary. So, we have an overall planning for the whole year,

term wise planning and daily planning. In planning for the whole year, the learning experiences to be provided to children, teaching aids, materials and play equipments to be purchased are listed. This planning has to be done every year as we find that there is no end to learning experiences to be provided to children. Every year more and more experiences are added to the list and now we find if children do not spend two years with us either many experiences are left out or children are pushed about too much in the short span of one year. As regards equipment and play materials it may be necessary to have some repaired or replaced. Some new equipment may have to be purchased it may have to be secured or assembled from many sources other than toy shops. So a budget has to be planned and a long range of plan has to be made for acquisition of play material and other equipment.

For effective functioning the programme is divided termwise. There are certain experience which are provided to the children all the year round, but there are many experiences which are not provided in the beginning of the year. The first term is usually devoted to adjustment in school. Mostly individual free play alongwith language and creative activities are provided. The tempo of work in the first term is slow. But as children become adjusted in school and become familiar with school environment, learning experiences are provided throngh project work. In the last term the work load increases considerably. Children by now are well settled in school and are ready to learn anything which is introduced to them at their level of understanding.

Daily planning is also an essential part of a nursery school programme. In her daily programme the teacher chalks out the activities she is to take up, the arrangements she has to make and the method she is to follow. It is necessary to trim the daily plan according to the needs of individual children and groups as a whole.

It is not enough if the teacher plans and carries out the programme according to her plan. She has to know how children are benefitting from the programme. For this, frequent evaluation is necessary. This evaluation is done term-wise. At the end of each term the teacher prepares a report based on the observation of the child's performance. This observation gives the teacher an idea as to which child needs more help and in which area. These reports are sent to the parents. Teachers meet the parents of the children who do not make satisfactory progress and work with the mothers to help children at home.

In my description of a nursery school programme I think I have given a clear picture of the role of a nursery teacher. Now the question arises as to whether a trained nursery teacher is able to cope with these expectations and functions effectively ? I am afraid that the answer in a majority of cases is 'no'. Instead of a vibrant school atmosphere full of talkative, joyous children engaged in different activities in nursery schools, we find stereotyped teaching shops all over the country. Children sitting in rows in classrooms for hours doing almost nothing except occasionally singing some rhymes or participating in a group teaching session. when a person

gets a job after completion of training she appears to forget individual differences or teaching through play way method and starts working in the traditionai way and catering to the group as a whole.

One of the reasons of this sorry state of affairs is that during the training period, theory learnt is never correlated with practical aspect. Along with the theory papers observation of children at work and play to understand the significance of theory along with technique of handling children should go side by side. The greatest drawback in the training programme is that it fails to give an integrated approach between theory, practical teaching and practical activities to the trainees. Each unit is taken up as a separate part with little correlation with other units with the result the trainees fail to see the connection between theory and practice. Like in every other sphere of our education, theory is learnt as something which is compulsory but with no idea as to how this knowledge is to be applied to every day work with children. Practical activities are offered in a disjointed fashion rather than as a continuous and well integrated experience. About practice teaching, less said the better. The artificially structured manner of presentation of lessons and supervision do not serve any purpose at all.

The another aspect of training which is sadly neglected is training in development of observation skills of trainees. This skill can help them to be always aware of individual differences in children and plan activities suited to the individual child and the group. Observation in school should start right at the beginning of the course with observation of other teachers at work, non-participant observation, participant observation while working with children etc. till these skills develop adequately to enable them to function effectively with children. The devlopment of observational skill increases the sensitivity of a teacher towards the needs of children. And once this sensitivity develops it is expected she becomes an effective teacher.

There should be a change in the atmosphere of training institutes to produce good teachers. The atmosphere that the teacher educator expects the student teachers to create in school should be created in training institutions. Stress on informal teaching technique, catering to the needs of individual trainees, a warm and close relationship with teachers and the taught, frequent evaluation rather than a form of evaluation at the end of the year are some changes whic should be brought about immediately in the training institute.

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SESSION II

What teacher education should be and why in terms of environmental resources, teacher education programme-its role and supervision and as it affects the teacher education as a total programme for the development of the individual were some of the questions to which Smt. Mistry invited the attention of the participants.

Before embarking upon developing a relevant curriculum for teacher education it is essential to determine the kind of teachers needed and kind of qualities that a teacher should possess. Once this is done, Smt. Mistry said, there would then be a need to humanise the teacher education process. A teacher should be anxious to build relevant experience for the child, parent and community. She is required to be flexible in her approach, well aware of the national objectives and scientific bias on problems. Besides, a teacher education programme need to be built with national objectives.

In order to achieve these objectives Smt. Mistry was of the opinion that the programme should be a judicious combination and a highly conceptual one theoratically, yet based on practical work as the person works with the people. The programme should be skill and process oriented with a number of effective developments for judicious combination of work. The programme should be a well connected and well integrated unit rather than conglomeration of one subject after another.

We have to, she added, think ourselves as ever growing, ever dynamic and creative to meet the colossal problems.

Smt. Mistry then discussed the lack of resources and mentioned environment as a source for working with children. A teacher training programme needs to develop awareness in the teacher i.e., awareness of the use of environment resources, awareness about the kind of curriculum which is relevant to the child and authority to modify the curriculm according to the existing environment as well as the interests and needs of the children.

Smt. Mistry suggested three levels of teacher training programme :-

1. Rural level.
2. Teachers with certain qualification who can work as supervisors in supervisory level, and
3. Teachers who are programme planners.

Km. Bose who spoke next referred to her two-year teachers training programme and said that in her institute adequate attention is given to practical aspects of training.

Smt. Indira Swaminathan mentioned that her training programme is not very long. What is required is, she said, a co-relation between the training and actual field situation. She emphasised the need for using environment resources.

Smt. Swaminathan suggested that the Indian Council for Child Welfare should set up a working group which should work on canon denomination. She recommended system engineering to study the objective of training, the inputs and the out come expected.

Smt. Swaminatnan said that there is a dearth of good and imaginative workers and material etc. The University Department she said, can take up the perparation of learning packages. She also referred to the need of guidance, supervision and documentation.

The Chairman of the session remarked that case studies are done for the planners and for the administration so that they see the problems in the right perspective.

The Chairman also mentioned that supervision was being done by two different agencies. A central system of exchange could also be worked out whereby people who are doing supervision can go and work in the institution and the staff of the institution can take their place.

THE CONTENT AND METHODOLOGY IN TEACHER EDUCATION
THE EFFECTIVE USE OF ENVIRONMENTAL RESOURCES

Prof. Anita Verma and
Veena Mistry, Department
of Child Development,
M. S. University, Baroda.

The humanities stand or fall according to the human worth of the man who profess them... charisma in teacher is not a mystery or nimbus of personality but a radiant exemplification to which a student contributes a correspondingly radiant hunger for becoming (Arousmth).

Our responsibility of developing a relevant curriculum that meets the needs of children, teacher, educators and the society at large is indeed important. We have often looked at the teacher education programme from a single dimension concentrating either on inculcating knowledge about children's developmental process and needs or on subject matter competencies or on the basis of a specific methodology or philosophy. This has created a lacuna in the end product i. e., the kind of a teacher we need. The teacher education programmes have not been flexible enough to rise to the occassion and meet the demands of a dynamic society. The rapid industrialisation, migration to cities, influences and interactions with different cultures and sub cultures even in the rural setting have created a unique environment, which needs unique and indigenous solutions.

The need for teachers, nay good teachers, in our society is felt more now than even before. Thus our responsibility is great and grave for the way in which we educate teachers will be reflected in the way teachers will teach children. Moreover, the educational environment must allow the learner maximum participation in discovery. Teacher education, therefore, should synthetise rather than disseminate lineraly fregmented knowledge and provision should be made to create and enhance curiosity and eagerness to learn. Only then, can we have teachers who will be facilitators of knowledge and the learning process. With teacher education and its scope ever widening, the responsibility of the educator ever increasing, it becomes imperative to delineate the major domains of concern for preschool teacher education. Rather than view the scope, consider some of the essential characteristics of a good teacher A good teacher of young children :

- is genuinely interested in the children. respects and gives due consideration to the worth of each individual she encounters.
- is motivated and enjoys being with young children.
- has the knowledge and concern about the growth, development and needs of the young children.
- is a mature sympathetic adult.
- is capable of directing and promoting the activities of the learners so that it leads to the maximum development of learner potentials.

- can enhance the quality of the life of a learner.
- is a good learner.
- organises the classroom activities to meet the needs of the children.
- is concerned with the relevance of experiences she provides.
- provides for freedom of expression via various media made available to the child.
- takes care of and gives due consideration to the worth of each individual child.
- is sensitive towards children's feelings and capacities.
- is able to maintain structure without sacrificing spontaneity.
  relates child's life experiences to the teaching learning situation.
- communicates with children verbally and nonverbally, via actions and interactions.
- can discipline without threatening.
- provides for freedom and time to explore.
- is not 'born' but 'becomes'.

If one were to highlight the above mentioned characteristics briefly one would state that we need to 'humanize' the teacher, create a professional who has assimilated fund of knowledge, who is anxious to build relevant experiences for the child, parent and the community and is capable of flexibility of thought and action, keeping in mind the uniqueness of the child. The traits to be inculcated in the teachers are awareness of national goals and objectives, aspirations of people, as well as a scientiftc approach to problem solving. These qualities and characteristics do not just emerge. To achieve this, teacher education programme need to be built with the specific aims and objectives.

By analysing the needs of children at one end of the spectrum and the qualities of a good teacher at the other, one should be able to describe the requisite curriculum that would create a competent, human professional.

It would be vital here to state the major objectives of preschool teacher education programme. These are partially based upon the experiences in conducting the programme in the child development department. The programme can be categorised into three major categories which are dependent upon the role the teacher is expected to play.

1. Role in working with children.

   A. Theoretical and conceptual basis for :

   (a) Understanding child growth and development :

   (i) Acquire theoretical and practical knowledge about early childhood education;

   (ii) Develop understanding of major principles of child growth and development with special refrence to the environment of the child;

   (iii) Application of understanding and knowledge to the education of young children under the Indian conditions—tribal, rural and urban.

   (b) Teaching-learning process :

(i) To acquaint the student-teacher with the philosophy and sociology of preschool education so that he/she can understand the basic principle of preschool education and through it realise the needs, values and aspirations of the society;

(ii) To make him/her conversant with the growth and development of preschool education both in India and abroad;

(iii) To develop in the teacher an understanding of the principles and processes of the various aspects of children's growth and development.

B. Developing the skills in working with children :

(a) Develop skills, understanding, interest and attitudes which would enable him to foster all-round growth and development of the children under his/her care.

(b) Develop skills of taking care of the physical and emotional health of young children.

(c) Develop skills of communication such as telling stories, explaining situations etc.

(d) Possess knowledge and develop skills of providing a variety of learning experiences through the organisation of musical, rhythmical and dramatic activities, play, work experience, creative art and games.

(c) Possess skills of developing simple visual aids from waste and indigenous materials.

(c) Understand the home environment of the children and develop an amicable home-school relationship for mutual benefit.

II Role in working with the community :

A. Understanding the relation between school and community and hence :

(a) Understand the home environment of the children and develop an amicable home-school relationship for mutual benefit.

B. To help the student-teacher realise the importance of health, nutrition and welfare services for the child through proper information and to develop in him/her the skills to provide the same through appropriate measures.

(b) To develop in him/her an awareness of the important role of parents and community in the education of preschool children and to make him/her conversant with the ways of enlisting their active help and co-operation in various programmes of preschool.

III. Developing positive attitudes towards the profession and self-growth :

A. To acquaint him with his/her professional obligations and rights and to develop in him a positive attitude towards his/her profession.

B. To inculcate in him/her a sense of the desirability of constant professional growth.

In order to achieve these objectives the programme should be a judicious combination of :-

(a) highly conceptual and theoretical aspects

(b) practice-oriented or skill-oriented activities as well as

(c) a number of effective activities for the harmonious development of the teacher training.

The basic courses suggested are

I Philosophical foundations of preschool education and its historical development in India and abroad.

II Psychological foundation of preschool education.

III Health, nutrition and physical welfare of the preschool child.

IV Methods and materials :

(1) Preschool organisation

(2) Community relation

(3) Language, science and social studies

(4) Creative activities.

The entire training programme should be viewed as an integrated unit rather than as a conglomeration of isolated subject matter units.

Teacher education should foster an integrated approach to the understanding about children and their needs. Broadly speaking there should be inter-linking of knowledge content from the areas of health, nutrition, welfare, education and child development. The content and methods of teaching of all courses should be made relevant to the Indian conditions.

The expectations of the society are dynamic and a new range of obligations are expected of teachers and their curriculum planners. Thus there is a need to use systematic techniques of role analysis and map out the entire route of expectations. This re-examination of teachers' role will also have to look upon the teacher not as mere disseminator of knowledge but as a facilitator and designer of learning environments not only with the realm of classroom but also within the community. Thus the teacher-education programme can be viewed in terms of :

Curriculum content :

This should have :

A. Integration between theory and practice. Development of practical skills.

B. Have programmes such as internship, block teaching, pre-service and in-service training programmes.

C. Lessen the parity between teacher education, curriculum and school curriculum

The major problems that arise are

(a) Discipline and behaviour of children; and

(b) Teaching instruction in 3 R's

The emphasis of the programme should shift towards practicals which provide for integration of theoretical content, which are relevant to the existing situation. The practical programme should gradually make the student capable of more and more responsibility in becoming a professional individual. This can be achieved if the teacher educatros are aware of the specific outcomes and competencies that are to be developed. Our experience has indicated that when students are informed about definitive objectives of the overall and specific components of

a programme, when they are awareo well laid down expectations and receive appropriate guidance a great deal of learning is accomplished.

Gradual shift has to occur from observation to partial participation to block placement and then to internship both in rural and urban setting. Field placement in other community agencies helps in developing the concept of the interdependence of various organisations that provide services for the child and family.

Such experiences make educational process oriented towards reality. We are aware that all subject matter at best are conventional ways of dividing the universe, curriculum in a complex society is interwined and interwoven, so is the world of the young child. One does not see it as segments of various subject matter phenomena. Questions are often raised that if we face reality one of our major problems is he limited resources.

Unfortunately we tend to forget or ignore.

Environment needs to be rediscovered with a zeal, for the lack of resources is indeed a problem that permeates through our educational programmes at all levels. In the early years this problem becomes more poignant and acute for the child's need to explore, manipulate, to work with concrete objects is essential for his development as a learner and a doer.

Thus environment can serve three fold function :

(a) Using environmental resources in the classroom setting.

(b) Using the natural environment around the child.

(c) Using the social environment around the child.

Most teachers have used one or more of these at some time or the other. The emphasis of this usage need to shift in relation to :

(a) curriculum planning that meets needs of children wherein curriculum and environmental resources merge to meet the needs of children.

(b) relevance of the environment to the child, thus what the adult percieves as an important source of learning for the child may not be relevant in the child's world.

(c) Using the environment in myriad of different ways even if it is the same aspect of environment.

(d) Using the environmental resources keeping in mind the knowledge about how children grow and learn.

If we ventured into the natural environment, the learning planned and incidental can occur is immense. Imagine the learning that can be had by study of ants and we have ample varities of ants around us. But we as adults mostly consider them as pests. How do ants carry food ? How do they store food and why ? What do ant hills mean? Why are there more ants on some trees and not on others ? What happens when ants bite ? How one could treat ants as a topic and in 30 minutes give all the 'valid' information or one could let children explore, observe

and enjoy the learning process. Teaching this way is demanding demands are placed on time, on preparation, it requires ingenuity and innovation on the part of the teacher.

The teacher thus needs to be sensitive to the environment not only as an educated adult but also as one aware of its potentialities for satisfying and developing the interests of young children. Our teacher education programme needs to make teachers aware of the environment as it exists and its potentialities as a tool of learning.

Unfortunately we tend to forget or ignore our environmental resources for they surely can save us from tight situations and provide us with bountiful returns. The teachers who face the problem of lack of resources have either given up the battle, have grudged and grumbled or have not been creative and innovative with available resources-especialiy waste materials. Thus the environment becomes the source of materials that can be used for learning. But here the limitation has been in limited usage due to lack of perspective, counting seeds or stones, matche box, cotton, wool and occassionally use of wood or other materials to prepare objects for the classroom which have been our most common contributions. We use the environment to supplement or augment resources we lack. We tend to bring the environment to the classroom rather than go out to it and use it as it is. While there is nothing wrong in either, it is sad that most of the times we do not go beyond this and our vision, therefore, becomes myopic. We should not only use the environmental objects but use them more resourcefully, keeping in mind the way the children learn. But besides this the very world of the child as he percieves it, the environment and the social environment are abundant and vital resources for the process of learning.

We look at the environment from an adult's view point. But children, as they grow, realize that there is much to discover, to learn about, to become interested in, to explore and experiment with.

Often we, as adults, select aspects of the environment based on our experiences and give more or less consideration to ways of helping children to acquire knowledge of their own, that is, each child's environment. But the child's environment is what it is for the child and, therefore, differs from child to child. It differs more from the environment as understood by the adult (Ebbick and Ebbeck 1974). The teacher, therefore, needs to be sensitive to the total environment not only as an educated adult but also aware of its potentiality for satisfying and developing interests of young children.

The teacher training programme therefore, need to develop in teacher :

(a) Awareness about the environment as it exists.

(b) Awareness about how to use the environmental resources.

(c) Awareness of the needs of children at various stages as they relate to the environment and interact with it.

(d) Awareness about the kind of curriculum that is relevant to the child in his setting rather than make him alien to his setting.

(e) Ability to modify the curriculum according to the existing environment as well as interests and needs ef children.

Thus, environment can be used to plan in curriculum any area, be it sciences, mathematics, social skills or communication and language acquistion. Divergence in programme planning, understanding the environment and flexibility in functioning and thinking are a must. To achieve this aim the teacher education programmes should themselves be resourceful and be able to help teachers integrate knowledge, develop ingenuity, interest, inquistiveness and a deep understanding of the child and the environment. For this would enable us to promote in the child a spirit of going forth.

The task ahead of us if taken seriously is stupendous indeed. Even the best curriculum would not yield results unless the component of supervision and evaluation encompases the total programme. First of all one would have to eradicate the fears associated among students regarding supervision and evaluation and make these learning experiences. Thus supervision and evaluation should become an on going process.

Such a scheme of things is feasible if the programme is well coordinated and integrated beginning with planning meetings where student plans the programme with specific guidance. As the student executes the programme the supervisor should be able to give on-the-spot guidance as well as at the end of each day, depending upon the in-depth observation, that is critical but with alternative suggestions, which guide the student towards the growth learning.

This should be followed by evaluation conferences both individual and group. A great source of learning, evaluation meetings can be the major link between theoretical knowledge and application. Individual conferences help students evaluate themselves as professionals and thus entail and growth.

Weekly seminars that involve the supervision, the classroom teacher, the student supervisors and the student teachers becomes a common ground for exchange of ideas and learning. This sharing of teaching - learning process as a team makes it flexible to provide models that are valuable experience for student teachers.

Evaluation would have to change from mere subject-centred competency to overall competency as teacher of children. This calls for a continuous progress evaluation. It would represent an attempt at creating programmes that are made up of components that only create flexibility in the organisational structure but also enhance the process of learning.

At this stage let us pragmatically look at our 'lofty ideals'. We want to create good teachers, which is in fitness of things. But we do not possess a magic wand that would make this faesible. Therefore, we need to develop teacher education programmes at three different levels.

1. Balsevikas, gram sevikas Assistant teachers
2. Teachers with post-graduate diploma.
3. Supervisers and programme planners.

It would be an adventure into the world; individual, group interaction learning that unfolds from day to day and experiences that can be challenging and dynamrc.

SESSION III

Dr. Khalakdina in her paper on 'Evaluation of Programmes' dwelt on various aspects like the evaluative outcome of voluntary programmes, nature of programme, outcome of some multi-purpose programmes and finally the implications of such outcome in the light of infrastructure.

The significance of infrastructure is due to the basic need to analyse an individual not in isolation, but with respect to its milieu. However, since the objective and subsequent implementation of a plan is geared to the needs of the beneficiaries, evaluation studies should, therefore, study the impact of the programmes on the beneficiaries rather than a mere analysis of the infrastructure, personnel and so on.

Certain loopholes in planning and implementing multipurpose programmes are;

a) the chances of set objectives assuming many forms as they filter down through hierarchial levels varying from inflexibility to misinterpretation and even distortion;
b) the tendency to lay more emphasis on expansion of facilities rather than maintaining the quality of the existing ones, further leading to a lack of communication between the organisation and the community, thus giving rise to differential expectation for the beneficiary in the infrastructure;
c) the lack of cohesive communication among the hierarchial levels;
d) the overload of job expectations combined with the insecurity of living and financial assistance for the field level worker;
e) the gap between functionaries providing various services;
f) the lack of the community involvement;
g) and finally, the various levels of understanding and acceptance in the local people from differing ecologies.

Discussing a multipurpose programme such as the ICDS, Dr. Khalakdina pointed out that some of the evaluative outcomes of such programmes are :

a) priorities should be carefully determined while planning;
b) need to create prior general awareness of the needs of any programme, especially in the so called deprived groups;
c) the need of the field worker to be able to gain confidence of the group;
d) the quality of the existing pragrammes should automatically act as a motivator;
e) the need to work with the beneficiary as a whole with respect to his environment;
f) the bases of monitoring should be on the practical unique situational barriers that the field workers face;
g) finally, the significance of various supportive influencing factors in the workers' immediate working milieu.

In other words, there is a need to be more specific as to the kind of groups, to the kind of worker we need to train with respect to the various situational variables existing.

EDUCATION OF THE TEACHER OF THE PRESCHOOL CHILD
EVALUATION OF PROGRAMME

M. Khalakdina

This discussison on evaluation of programmes will be within the framework of selective areas of programmes relevant to adults in contact with the preschool child. Necessarily, these exclude family members, and therefore, focuses on adults working in infrastructures. While this seminar addresses itself to the teacher of the preschool child, I would prefer to refer to the broader concept of the trained worker (minimally or maximally trained) who comes into direct contact with the preschool child, his family and his community in the delivery of services. The content of training programmes has already been excellantly dealt with. The following aspects will deal briefly with the content of programmes, whose outcomes should guide the content of training programmes. The aspects are :

1. The implications of evaluating a programme.
2. The objectives of a programme and their operational tasks.
3. The range of programme and programme emphasis.
4. Evaluative outcomes of multipurpose programmes.
5. The implications of such outcomes for the adult in the infrastructure.

1. The implications of evaluating a programme :

Evaluation to a scientist implies whether the inputs are justified by the outputs. For instance : whether the vast inputs into the supplementary feeding programme indicate that the output does not index better nutritioned children. Such an enquiry leads to several pieces of evaluative research (Rao P. et al 1976; Rao H et al 1975; Desai, G.M. and Gaikwad 1971), which are inconclusive and generate more enquiry about the effectivity of inputs. To a layman, on the other hand evaluation implies whether the operations were worthwhile. Therefore we must ask the question : evaluation from whose point of view ? While there cannot but be agreement that the worthwhileness of a programme must be simultaneously viewed from the viewpoints of the planner, the administrator, the field level worker and the beneficiary, we must stress that the implecations of a programme are primarily derived from the satisfactions expressed by the beneficiaries. In India today we have a plethora of organisations, official, semi-official voluntary and individually initiated. Notwithstanding the type of programme, whether it is only preschool education with its emphasis, on the socio-motional and psychological development of the child in elitist urban areas, or attached to a municipal primary school, or a community centre where other activities are going on, the beneficiary in terms of the quality and quantity of change is the pivot of all evaluation. Too often. evaluations suffer from analysis of infrastructures, personnel,

supplies and so on, but focus very little on the impact on the beneficiary. (Why is the satisfaction and therefore the objective of the participating beneficiary a prime requisite ? Because, logically, the plan the implementation and the delivery of services are all geared, or expected to be geared to the identified needs of the beneficiary. The preschool child who is the beneficiary is in a curiously unique situation. Firstly, there is no compulsion that he attends an extra-familial institution. Secondly, in the majority of families it is not considered essential, and thirdly, the preschool child is accessible to extrafamiliar intervention to the extent that his family permits. Some evaluations have indicated that much persuasion is required to get a quantum of children to attend a preschool, often the same children do not come regularly, in fact there are several instances where siblings congregate at the preschool during the feeding sessions (Delhi School of Social Work, 1976).

2. The objectives of a programme and their operational tasks :

The stated objectives of programme are well known to filter down through the hierarchical levels assuming many forms through the process, varying from inflexibility to misinterpretation and even distortation. Let us take an instance of the variation of interpretation from an ongoing programme. the I C D S. The objectives of the programme for the anganwadi worker specify a series of objectives. If we examine only the educational component, we find that from viewpoint of the planner 'it is non formal education of the child from three to six years. From the point of view of the administrator it is to cater to the developmental needs of the child upto the age of six years, and to prepare the child adequately to enter primary school, through a programme of structured and non-structured play activities; and for the anganwadi worker, there are several operational objectives :

: Understanding the growth and development of the young child upto the age of six, and appreciating individual differences.
: understanding the process of learning by doing and the value of play.
: observation and evaluation of the child's emotional social and cognitive needs.
: development of skills in organising different play activities.
: using indigeneous materials and assisiting in the acquisition of manual skills for craft work.

The specific activities mentioned are clay modelling, sand play simple rhythmic drill, songs dramatisation and stories (Syllabus of the Anganwari worker. NIPCCD 178).

For the parent and the community of parents who are to send their children voluntarily to the preschool, we might well ask : What does the parent in the urban slums, interior villages and tribal areas in which these programmes exist, understand about the developmental needs, social emotional and cognition; in terms of their importance; or as to how these are necessarily developed through play activities involving clay manipulation or playing in sand. In point of fact

we have instances of anganwadi workers in our study (Job analysis of the anganwadi worker under compilation 1977, Deulkar et al)where we have seen nonplussed anganwadi workers wondering what to do with plasticine given to them for the purpose of modelling. From available evaluations of programmes which have an educational component (Muthayya 1972, Jayamma 1968), we have found that parents more readily cognise and accept the child's learning to read write and sing songs as more concrete and satisfactory, than the relatively intangible processes of assimilation, differentiation and accommodation in the cognitive repertoire. In a review of six studies some of them unpublished (Verma1969.Sarojini T 1971; Vakil S 1972; Sithalakshmi D et al 1974, Threjavasthy BK 1975 and Gadh, J 1975) although small samples were used, and the instruments were more arbitrary than standard, the findings by and large indicate that urban, better educated, and higher socio-economic groups were more favourably disposed towards nursery school education vis-a-vis the lower. We consider that the more enlightened and articulate the mother from the former groups assisted the better the rapport in the similarity of objectives for preschool education, than was possible between the illiterate rural low socio-economic group of mothers in the deprived ecological areas of slums interior villages and tribal areas, and the trained, the often urban oriented worker. These data are cited not to mitigate the value of cognitive value development per so, but to emphasise that what is expected to be taught assumes differing forms, and when it comes to the minimally trained anganwadi worker who has to work for the neediest of the needy group, her repertoire often falls short in translating the cognitive processes into meaningful methodological processes for the young child who himself comes from a home environment where language and technological stimulation is minimal, It would be almoot question to ask whether or not it should be a maximally trained nursery school teacher who would be more capable to be able to translate for herself and therefore for the children these cognitive processes using stimulie from the environs, than the worker currently available. But paradoxically we invest the least in workers who face greater imponderables vis-a-vis the urban preschool teacher. In the recent evaluation of the FCW (DSSW 1976) when parents and balsevikas were asked to rate the qualities in which they perceived improvement, after a period of balwadi attendance of children, parents rated more highly the concrete and observable behaviours like manners and discipline than did the teachers, who rated intellectural achievements more highly.

3. **The range of programmes and programme components.**

The current emphasis on the development of the preschool child is his health and nutrition status, and the current emphasis on situational determinants which facilitate or inhibit these priorities is on the development of basic services (F/ICEF/L, 1342, 1976). Where basic facilities are provided by families, then preschool infrastructures are mainly geared towards the provisioning of an enriched envi-

ronment for mental stimulation. In surveys of facilities in the cities of Bangalore, Baroda, Bombay and Coimbatore (Verma, A 1937; Kini S 1970; Chandramani et al 1975 and Arhana 1976), many institutions are small sized, with moderate to high income, assisted by government/semi-government or voluntary trust bodies with a majority possessing limited recreational and health facilities, desultory supervision. Most of the studies concentrated their descriptions on concrete facilities like equipment, building space and so on, rather than the effect on the beneficiaries of the programme. The emphasis in several of the plans was the expansion of facilities rather than the conservation and improvement of the existing ones. We must realise that in a market economy prevailing in most of our large cities and town, parents pay for and expect high quality services. It is where preschool services are subsidised, that problems of lack of communication between the organisation and the community occurs and where differential expectations occur for the child in the infrastructure. In many instances the infrastructure is made attractive to obtain a captive group for supplemental feeding and immunisation. Necessarily these services cater to the whole child, and from the national standpoint supports the integrated policy, which is now the basis of all developmental trends in planning policies.

4. Evaluative outcomes of multipurpose programmes.

In several innovative programmes which have withstood the onslaught of paucity of funds, bottlenecks in supplies and the various delaying tactics, which are the cogs in otherwise good programmes, the pivotal figure is the adult worker and the supportive or non supportive elements in the milieu in which she works. In most of the evaluations of preschool intervention programmes, the situational determinants of the worker have been recorded, almost always on a post facto basis that, is through self or other reporting (Maki J 197) Muthapya 197; DSSW 1976 and DSW 1970) in the ongoing study of job analysis of anganwadi workers, we have used four measures, a picture selection technique, a semi-projective technique, an unstructured interview, and more important an observational time sampling technique. Many of the major findings which are now under analysis are not too different from the previous programmes : In fact many of the features of the ICDS are very similar to tha combination of the WEP (1959) and the ICWDP (1968) followed by the erstwhile FCW, which had a wider target group, but a smaller geographic area (1976). If we examine the common characteristics of all these evaluations, some of them of indifferent methodological value, six consistent themes continue to be documented : They are :

1. The lack of cohesive articulation among the hierarchical levels of administrator-supervisor and worker.
2. The overload of job tasks for the field worker.
3. The insecure conditions of living and remuneration of the field level worker.
4. The disjointedness and irregularity of services from others sectors, such as health and nutrition.

5. The differential expectations of parents from differing ecologies.
6. The lack of community involvement in the continuity of the project.

1. Lack of cohesivness among the personnel of the infrastructure was one of the major lacunae, documented from the time of the evaluation of the WEPW while the degree, optimistically may have lessened in this plan period, since the quantum of supervisors have increased, the field level workers owe allegiance to one administrative authority, namely the state welfare departments, and the field level worker is a local person, yet the intracommunication factor is still limping. There continues to be compartmentalised and departmentalised orientation/training for the various levels in the hierarchy, with little face to face discussion on a common platform among or training with the various cadres, except in terms of reporting and inspection, and in many cases, reprimand.
2. The overload of job tasks has been consistently referred to in evaluations of planned programmes during the consecutive five year plan periods, in seminars on curriculum development for balsevikas, and is reportedly a major problem in an ongoing study evaluating the balsevika training programme (Deulkar et al). In an analysis of job tasks of anganwadi workers, now under compilation, we used a picture comparison technique of the major tasks required of anganwadi workers, and found that teaching learning activities for the preschool child was the most preferred, while household visits were least. Record keeping was considered a disporportionately time consuming task, the workers often having to maintain an average of six to eleven records, with the number of administrative records being the largest. In their household visits, the sample was unanimous in their opinion that discussions on functional literacy during home visits rceived the least favourable response.
3. Unsatisfactory conditions of housing remuneration and amenities have been documented in evaluations of fhe WEP (1959), the FCW (1970 and 1976). In the current research on job analysis, a great deal of anxiety has been expressed in terms of meagre salaries and the adhoc nature of the job, especially when we view rhe fact that several of the angawadi workers are erstwhile griha and gram sevikas of previous programmes, where scaled grades were available. However, the employment of local women, has to some extent mitigated the sense of insecurity experienced in the previous programmes, where women were other than the locality employees.
4. The disjointendness of and irregularity in provisioning for nutrition activities, and health services, still continues to be documented. Whereas previously there was lack of responses especially from the health infrastructures, now more often than not, there are more instances of confrontation and conflict between health personnel and the aganwadi worker, especially in the matter of maintaining health records, and problem experienced in accuracy of height and weight graphs.

5. As regards the differential expectations of parents from a preschool programme they continue to exist in the areas far removed from developmental centres. The perception of workers that the children should develop conceptually through learning about shapes, sizes and colours, is more often than not superceded by parental perceptions that the infrastructure should be a place for safe keeping for their children, who are afforded some snacks, and are taught to 'behave properly' sitting in neat rows, and chanting songs or repeating sentences, initiated by a bright preschooler who often substitutes for the busy anganwadi worker who checks records or supplies or sets out equipment. In areas less sophisticated about preventive measures we have often experienced a fear withdrawl reaction from parents during the time schedules of immunisation of children. The post malaise occuring after immunisation is frequently ascribed to be the disease itself brought on by the immunisation. And in one place we found that mothers quickly called back their children home when they found the mobile health van parked in front of the preschool, because of the scare caused by the rumour that immunisation caused infertility.

6. The lack of community involvement is partially due to the perception of parents that the programme is government sponsored or institution sponsored, and that their children are needed to make it an on going successful programme. In some instances we found parents naively expressing the opinion that they were helping the field level worker to maintain her job position. It is being documented in the current evaluation of the ICDS, that the functional literacy component is looked upon by the participant as an opportunity to learn a remunerative craft activity, than to assiduously copy down or read setences from the blackboard. Where participation by the locality or village exist it is mostly in terms of kind, but the lasting type of participation where parents are themselves assistant change agents (as is being tried in the Chevalla block of the Indo-Dutch project) is hardly existant The adult activities are compartmentalised from the children's activities, and in any case the field workers report that attendance is discontinuous for most participants who appear when they have leisure time, which by and large is not a part of life styles of women in tribal and interior village areas.

The implications of such outcomes :

This discussion has not dealt with the methodolody of evaluation utilised in several of the studies of programmes. In a reveiw of evaluation studies of programme (Khalakdina 1978) we have found methodologies of indifferent quality, and in some respects not aligned to the objectives for which they were prepard. However, selected and consistent themes offer directions to the adult who is the main contact with the child and his community. These are :

Firstly, it is easier to institute a programme of educational processes in an urban areas, especially for the higher socioeconmic group than for the lower. Tne nature of the compact and the rapport established, is not as dissonant as in the lower socioecono-

mic groups. In the former, the basic essentials for healthful living are the responsibility of the parents. Deductively, it implies that for such institutions, they can without much travail create, devise and innovate activities using a range of educatioal equipment. The stimulie they present are geared to develop cognitive abilities, whether they use a Montessorian or a Piagetian appraoch. In the less economically developed areas, other priorities assume precedence, such as the occurencc of epidemic diseases, and the need for immunisation and isolation, so that the child is physically energetic before he can be drawn out of his apathy to pay attention to differentiation of colours in stimulie presented to him.

Secondly, as with all development programmes especially in the so called deprived ecologies, the benefits of extrafamilial intervention accrue to the already more enlightened segment. The left out segments are more difficult to reach and to convince, unless the whole personnel structure is geared towards persistent persuasion, which reuqires a great deal of identification of the immediate needs of the people.

Thirdly, it is in the low income urban and the rural segments that the teacher is more than a teacher. She is called upon to be a mother substitute, a nurse, a craft teacher, an arbitrator in family conflicts, an initiator in decision making among the female members of the community and so on. If she has age and status with her, she is more successful than not. If she is an outsider, she is treated politely like an intinerant saleswoman, or derided as being incompetent and or wayward.

Fourthly, a programme of intervention in terms of educational betterment of the undersixes, still falters in the majority of our preschool groups, if the initiative is not from the community. It may start with a great deal of fanfare by the local panchayat or a respected institution, but its sustenance and continuity can be guaranteed only by the community's continued interest. Therefore, it is often imperative than the workers align themselves with potent and potential leaders in the community. Once a programme has gone through its teething troubles, and given a sufficiently long time, parents begin to perceive changes in their children, especially in their health and energy levels, and become automatically responsive. The change in their children is the most potent stimulator for motivation to be involved in the programme.

Fifthly, while in other sector programmes like health and nutrition, segregation of the vulnerable group for special treatment might be based upon the urgency of the problem, a programme for the ultimate betterment of the child in the family cannot continue successfully unless it involves the whole family as a unit This is what was embodied in the objectives of the family and child welfare programme, but got lost somewhere in the implementation.

Sixthly, a programme conceived planners by expanded theoretically by administrators ironically implemented by minimally trained workers. To achieve the high sounding objectives (even with the supervision of specially posted officers) is often felt as insurmountable by the workers themselves. It is suggested that the practical unique situational barriers that the field workers face should form the bases of monitoring ra-

ther than outside evaluations by experts. If validity is essential then the field level workers are the more vaild experts, vis-a-vis others. We have often come across hardworking and dedicated field workers who are hesistant to document the problems they face their supervisor in case it is used as a sign of their own incompetence.

Lastly, there is no substitute for a dedicated worker. We have several instances of innovative programmes (Maduari AP EX, Palghar WHO, Miraj Sangli) where incentives to the worker who is part of the community are : flexibility in decision making and implementation of suggestions are important 'givens' for the success of programmes. In our critical review of studies on personnel (Khalakdina 1973; in process). we have found that the supportive influencing factors in the worker's immediate working milieu are significant factors, in the success of a programme.

* * *

SESSION IV

Mrs. Vidyaben Shah, President, Indian Council for Child Welfare welcomed the chief guest Smt. Maduriben.

Dr. Phulrenu Guha gave a brief report of the Seminar in which she highlighted some of the recommendations. A detailed note on the recommendations was read by Dr. Man Mohan Kaur, Chief Rapporteur of the Seminar.

Dr. Guha proposed that the Chairman be authorised to edit and make necessary changes in the recommendations. The proposal was unanimously approved.

Smt. Maduriben in her validictory address thanked the organisers for inviting her from ivory tower of the university to come down for the pre-school child She said that the pre-school age is very important in the life of an individual and therefore tehe teacher who handles the pre-school child, builds life, the character, the personality and gives a good start. She can really make or mar the life of an individual.

Smt. Maduriben said, at this point of time, not only in our own country, the priority is not given to education for the pre-school child, but also in the advanced countries all over the world. In fact she felt that the priorities should be reversed and the people and the educationists should focus attention on the preschool child. The high priority that is required to be given to the pre-school child has been supported by several researches which have been done in this field. These researches amply established the importance of pre-school child and therefore all those engaged in this field must appreciate the creative ability of the child instead of getting caught in a particular system.

Smt. Barooah, Secretary of the Indian Council for child Welfare thanked all those persons who had helped in organising the Seminar. She also expressed her gratitude to the UNICEF and Social Welfare Department, Government of India for financial support.

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NIPCCD
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Bhartiya Adam Jati Sevak Sangh
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Representatives of State Governments
Observes from State Councils

The Rights of the Child

Every Child Has The Right

to affection, love and
understanding...
to adequate nutrition and
medical care...
to free education...
to a name and nationality
to special care, if handicapped ..
to be among the first to receive
relief in times of disaster...
to learn to be a useful member of
society and to develop individual
abilities...
to be brought up in a spirit of
peace and universal brotherhood ..
to enjoy these rights, regard—
less of race, colour, sex, religion,
national or social origin...